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THE UNIVERSITY OF ALBERTA

CASE STUDIES
OF SITUATIONAL VARIABLES
IN THREE EXEMPLARY WRITING CONTEXTS

©

BY

ELAINE MARIAN DOCHUK

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFULMENT OF THE REQUIRMENTS FOR THE DEGREE
OF MASTER OF EDUCATION

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FALL, 1988

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled "Case Studies of Situational Variables in Three Exemplary Writing Contexts", submitted by Elaine Marian Dochuk in partial fulfilment of the requirements for the degree of Master of Education.

R K Jackson
(Supervisor)

M.L. Iveson

Ruth Hayden

Date: June 7, 1988

DEDICATION

This thesis is dedicated to teachers who strive to create positive writing contexts in their classrooms.

ABSTRACT

While there has been much interest in writing research in the recent past, very few studies have focused upon the teaching-learning contexts of writing in classrooms. The purpose of this study was to explore the situational variables in three upper elementary classrooms which were identified as being exemplary writing contexts. Tikunoff's model, which defines situational variables in classrooms as the teacher and student goals and the setting, was used as a framework for the study.

The data collected in each of the three classrooms consisted of fieldnotes, audiorecordings of classroom interaction, audiorecordings of interviews with teachers and students, videorecordings of two language arts lessons, a teacher journal, and samples of focus students' work. The data were searched for information dealing with teacher and student goals and the setting, and a description of each classroom's writing context was written.

Although each writing context was unique, in all three classrooms writing was a priority and was focused upon as a process. The teachers' conceptions of the writing process determined their specific goals and their overall plans influenced the achievement of these goals. In each of the classrooms there was congruency between the teacher goals and the goals articulated by students. In each classroom students had many opportunities to write and the physical surroundings supported the writing activities which occurred. The overall role assumed by all the teachers was that of a facilitator who created the opportunities and the environment for student writing. The specific roles assumed by teacher and students in each classroom complimented each other.

Among the conclusions of this study are that exemplary writing contexts reflect the uniqueness of the teacher and students who work in them. In such contexts, the teachers have an informed view of the writing process which they are able to impart to the students. Because the activities in which students are involved are based on sound principles and make sense to them, students are able to articulate goals which are appropriate to the activities and congruent to teacher goals. In exemplary writing contexts, students learn about the process of writing by being involved in such activities as idea generation, sharing, proofreading, revising and publishing. When students have opportunities to assume a variety of roles during the writing process, their understanding of the nature of writing is enhanced and clarified.

ACKNOWLEDGEMENTS

This study took me into three classrooms where writing was valued and was focused on as a process. I am grateful to the teachers and students in these classrooms for allowing me to observe them "in action" and for sharing their experiences and insights with me.

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CHAPTER I

OVERVIEW OF THE STUDY

> Research which is not understandable and ultimately relevant to... [teachers and administrators of schools] fails to serve English education.
> (Kantor, Kirby and Goetz, 1981, p. 294)

Introduction and Statement of Problem

The act of writing enables people to be creative and make meaning. Donald Murray explains in these words what happens when students learn to write:

> Students become writers when they read on their own page, in their own hand, what they did not intend to write. They watch-- with fascination, with fear, with pride-- as their own words sent forth to do one job, perform another.... The writer's evolving text exposes the writer to the writer, the writer seeing, the writer thinking.
> (Murray, 1985, p. 201)

Even though classrooms are considered to be key sites for "enabling" students to write, very few studies have focused upon the teaching-learning contexts of writing in classrooms. Concerns have, however, been voiced about inadequacies of some past writing program practices, (Bridge and Hiebert, 1985; Dyson, 1982; Graves, 1984; King, 1976) and schools have been criticized for not providing "the interactions, models, and direct teaching that would encourage students to write better" (Kean, 1983, p. 7-8). Such concerns and criticism point to a need for researching the teaching-learning contexts of classrooms where students' writing is "enabled".

Sondra Perl suggests that researchers and educators need to ask "Under what circumstances are students enabled to write?". She aptly describes the situation in this manner:

> Focusing on writers in isolation will not tell us anything about enabling circumstances.... I've come to think that observing writers in isolation... was an important first step for research on the writing process but that now we need to examine what writers do in context-- in the settings in which their writing actually takes place. And I'm beginning to think that it is the context itself which may be the most enabling circumstance. (1985, p. 653)

Donald Graves indicates that he has similar sentiments when he states:

> ...Whereas the case study was the gateway to understanding the writing process and the ingredients involved in it, the same approach is now needed for the teaching process.... (1984, p. 102)

It would seem that observing and interacting with teachers and students involved in writing in classrooms, particularly in classrooms which are exemplary writing contexts, may increase our understanding of what goes on in classrooms and how writing contexts can be modified and developed to promote student writing.

Purpose of the Study

The purpose of this study was to examine selected situational variables which existed in three classrooms considered to be exemplary writing contexts. I attempted to identify and describe those variables, and to compare and contrast variables across classrooms. According to Tikunoff (1979), a learning-teaching event is influenced by two sets of situational variables: the instructional goals for both the student and the teacher, and the setting. Tikunoff considers the setting to include: the place in which events occur, the activities that involve the participants, the roles played by participants, and the time dimensions surrounding the event. The questions guiding this study dealt with the writing goals of the teachers and students, and the settings in which the writing took place.

Definition of Terms for This Study

The following terms are defined as they were used in the study:

Exemplary Writing Context - A writing context which language arts consultants and university language arts faculty consider to be a model or example that is worthy of imitation.

Writing Activity - An activity in which two or more sentences are generated and scribed on paper or other medium. The second sentence must in some way continue the first. These sentences may be in prose or in verse. (Van Nostrand, 1980).

Writing-related Activities - Events which lead to or emerge from writing activities and serve to support writing.

Situational Variables - These are the instructional goals for the teacher and the students, and the setting. The setting includes: the place in which events occur, the activities which involve the participants, the roles played by the paricipants, and the time dimensions surrounding the event. (Tikunoff, 1979, p. 169)

Research Questions

In determining the features of the exemplary writing classrooms, the questions I asked fell into two main categories: those dealing with the goals of the participants in the writing context and those dealing with the classroom setting which served as the context for writing.

Questions Dealing With Goals

1. What are the teacher's goals and objectives when planning for and carrying through plans for writing and writing-related activities?

2. What are the students' goals when they are participating in writing or writing-related activities?

3. What is the relationship between the teacher's goals and the students'goals?

Questions Dealing With Setting

In this study the setting was considered to consist of the following four elements: the places in which writing and writing-related activities occurred, the nature of writing and writing-related activities, the roles that participants assumed in these activities, and the time dimensions surrounding them.

1. What are the physical arrangements of the places in which writing and writing-related activities occur and how is space utilized for these activities?

2. What is the impact of the physical arrangement of the classroom on the interaction between participants during writing and writing-related activities?

3. In what activities do the participants in the writing context engage?

4. What roles do the participants play in the writing context?

5. During what part of the school day do writing and writing-related activities take place?

6. What portion of the class time is devoted to writing and writing-related activities?

Limitations of the Study

The following limitations to this study are noted:

1. This study was confined to three sample classrooms in which writing was considered a process. Therefore the transferability of the study's findings is dependent on the "fit" between the sample classrooms and other classrooms.
2. The observation time in the classrooms may not have been sufficient to experience the full scope of the classroom writing contexts.
3. The researcher's presence and the presence of videotaping and audiotaping equipment may have inhibited the teachers' and students' "natural" behavior.
4. The data collected about student goals focused only upon the "stated goals" of a limited number of students who were involved in writing and writing-related activities. These may not represent the actual goals of the majority of the students.

Significance of the Study

This study examined the situational variables which existed in three exemplary writing contexts. Analysis of data collected allowed descriptions of these variables to be derived. The comparison of these variables across contexts resulted in some of the commonalities and differences being identified. Because research dealing with the teaching-learning contexts of writing is limited, this study will be valuable information for those educators who wish to understand how to modify situational variables in their own classrooms in order to refine the contexts of writing.

Preview of the Remaining Chapters

Chapter II presents a review of the literature related to the purpose of the present study.

Chapter III describes the research design of this study. The sample, procedure, and data anaylsis are explained.

Chapter IV presents descriptive summaries of the writing contexts in each of the three sample classrooms. These descriptive summaries are written in terms of the variables set out for the study.

Chapter V discusses the commonalities and differences in the writing contexts. "Working hypotheses" are generated about the situational variables in the classes and these hypotheses are examined.

Chapter VI contains a brief review of the study and its conclusions related to each of the research questions. It presents a discussion of implications for writing contexts and concludes with recommendations for further research.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

> We review this history [of research in writing] to take stock, learn, and forge on.
> (Graves, 1984, p. 95)

This survey of literature is presented in four sections. First, literature which relates to the theoretical framework for the design of the study is considered. Second, selected studies which have focused on the writing processes of children along with their implications for classroom instruction are discussed. Third, several studies which have focused on the teaching-learning contexts of writing in classrooms are examined. Finally the implications this literature has for the present study are considered.

Theoretical Framework for Design of the Study

Recently the number of naturalistic studies in the area of English education has been increasing. Kantor, Kirby, and Goetz (1981) believe that such studies are particularly valuable:

> Educational inquiry should engage researchers and consumers in dialogue rather than isolate them from each other. The findings of descriptive, qualitative, naturalistic, and holistic approaches are often readily interpretable and couched in the language of English professionals. Such research strategies tend to work more with wholes than parts, with describable phenomena rather than inferential quantification, to use the language of the classroom teacher rather than the discourse of the laboratory researcher. (p. 294)

Yet the nature of naturalistic studies requires extended periods of time to be spent in classrooms in order to discern patterns and come to understandings. If a researcher's time at a site is to be limited it seems that accepting a "prior theory" (Guba) or a "conceptual model" (Doyle) for the study may be appropriate.

Willian Tikunoff (1979) has proposed one conceptual model for understanding teaching-learning events. This model is based on the understanding that in all teaching-learning situations, a number of specific factors influence the teaching and the learning which takes place. Tikunoff refers to these factors as the context variables in the teaching-learning event. He has proposed that there are three groups of context variables which may need to be considered in order to understand the teaching-learning situation: situational variables, experiential variables, and communicational variables. According to Tikunoff, situational variables include the instructional goals for the teacher and for the student and the setting which

6

consists of the place in which the events occur, the activities that involve the participants, the roles played by the participants, and time dimensions surrounding the event. He considers the experiential variables to be the particular meaning that the participants or observers bring to an event, and the communicational variables to be the meaning that the participants take from the event. Tikunoff's model appears to be able to provide a working hypothesis about the nature of the classroom and may be appropriate to use as a "prior theory".

Like Tikunoff, Urie Bronfenbrennner (1976) believes that the investigation of settings and the participants' perceptions of settings are important. He recommends that both of these factors be taken into account when planning research studies. According to Bronfenbrenner, it is only by methodically comparing different systems that the differences between them begin to be clearly recognized. He states:

> ...replication cannot only alert the investigator to unwarranted conclusions but, most importantly, can illuminate relationships existing both within and between settings that may profoundly influence the educative process.... (1976, p. 192)

Bronfenbrenner suggests if the number of settings in the research design is to be minimal, that it is important to select settings with great care.

Guba (1981) suggests that a naturalistic study must address four concerns in order to establish its trustworthiness: credibility, transferability, dependability and confirmability. Among the recommendations which he makes are the following:

1. Credibility can be promoted through triangulation of data which involves using a variety of methods to collect data and collecting it from different sources. As well, credibility can be promoted by doing "member checks"; that is, testing study findings with members of the group from which the data were drawn.
2. Transferability from the context of the study to other contexts can be aided by writing "thick descriptions" of the data. Providing an extensive amount of description helps the reader determine the degree of "fit" between contexts.
3. Dependability of the data can be promoted by using multiple methods of data collection and by documenting fully the processes by which the data were collected and analyzed.
4. Confirmability is aided by triangulating data. It can also be established through a confirmability audit, which involves having an individual unassociated with the data, confirm that the data supports the interpretations, and that the interpretations are consistent with the data.

The design of the present study has taken into consideration Tikunoff's working model of the nature of classrooms, Bronfenbrenner's caution about choosing research settings, and Guba's suggestions for establishing the trustworthiness of a study.

The Writing Process

In the recent past many researchers and educators have sought to understand the writing processes of children. Many of them (Moffet; Graves; Calkins; and Harste, Woodward and Burke) have made recommendations for classroom practice based on their understanding of the writing process.

Moffet who defines writing as the "revision of inner speech" suggests that when people are involved in the process of writing "they are simultaneously drawing letters, transcribing their inner voices, plagiarizing concepts and frameworks from their culture, crafting their thoughts into language forms, and revising the inchoate thought of their inner speech" (1979, p. 278). He believes that defining writing in this way has dramatic implications for classroom practice among which are the following:

> ...a need to provide audiences and opportunities to grasp the various purposes of writing; individual choice of subject, form, and time; arraying and illustrating the entire range of kinds of writing in the diverse modes of discourse; the use of partners and coaches with whom to talk over and try out ideas before and during written composition, in order to aerate and revise inner speech across successive versions;... and the interweaving of writing with other media, arts, and disciplines so that all of these forms of knowing remain in natural relationships with each other, providing warm-ups and follow-ups for writing and offering it as one among alternative ways to discover, develop, and render the mind. (1979, p. 279)

Harste, Woodward and Burke (1984) make recommendations for classroom practice which are similar to Moffet's on the basis of their studies of children's writing processes. Harste et al. consider writing as one aspect of children's language and literacy. They suggest that what teachers believe about literacy is important and has a tremendous impact on the learning environments which are created in classrooms. They also suggest that teachers' inaccurate notions about reading and writing processes can have detrimental effects on children's learning:

> Because beliefs affect what child behavior we value and encourage in our classrooms, our assumptions affect curriculum. The "real" curriculum is the mental trip which the language learner takes. By passing on our conventional notions about the reading and writing process, we can short-ciruit the trip. Until we understand the characteristics of the successful trip as well as what conditions make the successful trip possible, we are in a poor position, as language educators, to create a supportive environment in which language learners might encounter quality language learning experiences. (1984, p. 73)

In their study, Harste et al. explored the construction processes of children 3 to 6 as they were involved in literacy and literacy learning. They observed that children involved in the "event" of writing were involved not only in writing but also in speaking, listening, and reading. As children shifted between alternate forms of language during the writing event they changed their "psychological stance" and their "sociological role" in relation to the text:

> As writers going full-speed ahead, language users were *participants* in the event; as readers they were *editors,* concerned with those signifying structures which editors were concerned with; as speakers their questions indicated that they were *monitors* of what they had written, contrasting what they wanted to write with what they knew or thought others would want to know or might already know. (1983, p. 212)

According to Hartse et al., children have opportunities to "learn how to use written language, to learn about written language and to learn through written language" when they assume different roles or "stances" during writing. (1983, p. 213).

Harste et al. suggest that children's writing and reading can be supported through activities which allow them to change "psychological stances". Among the implications that they believe their theory has for writing instruction are the following:

1. The classroom writing context should involve large blocks of uninterrupted time in order that children have opportunities to engage and reengage the writing process.
2. Children should revise, publish, and distribute selected drafts because convention is a natural part of the writing process.
3. Teachers should write with the students, sharing drafts with them and seeking their help in order to help students learn what is involved in writing.
4. Discussions prior to, during, and after writing should be considered part of the writing process since writing is a

social event.

Like Harste et al., Graves (1983) and Calkins (1983) make recommendations for classroom practice which are similar to Moffet's recommendations. One of the research projects which Graves was involved in was a two year National Institute of Education study. He, along with his co-researchers Calkins and Sowers, observed the writing processes of sixteen children as they wrote in the contexts of their classrooms. Eight children were followed from the beginning of grade one to the end of grade two, while another eight children were followed from the beginning of grade three to the end of grade four. Data were collected through direct observation, interviews with children as they were involved in writing, audiotaping and videotaping, and through the examination of the children's manuscripts. Some critics have questioned whether the findings in the N.I.T.E study have been "directly and systematically tied to reports of the data" (Hillcocks, 1986, p. 8) and whether the Graves team has confused "process and pedagogy" (Barrs, 1983, p. 829). Such criticism has not prevented Graves and his colleagues from making an impact on the teaching of writing through their recommendations for classroom practice.

In discussing the writing process Graves suggests that it is comprised of many subprocesses and it is idiosyncratic:

> Children show us what is involved in the writing process through the many sub-processes that contribute to the finished product. Significant subprocesses include topic selection, rehearsing, information access, spelling, handwriting, reading, organizing, editing and revising. These ingredients for writing are much the same for six-year-olds as they are for more advanced ten year olds....
>
> There is no set order to the writing process. It cannot be construed as simply a matter of topic choice, rehearsal, reading, composing and revising. It is highly idiosyncratic and varies within the writer from day to day. (1984, p. 146)

Graves believes that writing conferences which are adjusted to students' individual needs are an appropriate means by which to support children's writing in the classroom. He recommends that these conferences take place in the context of a writing workshop and be "highly predictable, almost ritualistic in order and setting" (1984, p. 160). Among other recommendations which Graves makes for classroom practice are the following:

1. Children should have opportunities to write daily, at predictable times so that they can think about the writing and sustain it over a period of time.
2. Children should choose about 80% of their writing topics in order to foster the skill of narrowing a topic, the development of "voice", and the extention of semantic domains with respect to topic and to the writing process.
3. The children's own writing be used to teach skills because they are better understood in this context.

Calkins (1986) uses Donald Murray's terms to describe the writing process. She considers it to consist of rehearsal, drafting, revision and editing. She states: "The shifts between rehearsal, drafting, revision, and editing occur minute by minute, second by second, throughout the writing process." (1986, p. 18). She believes that the nature of the writing process does not lend itself to "teacher-led, whole class methods of instruction" and recommends the use of writing workshops. She states that a classroom must be receptive to the students' efforts:

> Listening to children-- taking lessons from them-- is essential to the teaching of writing.... The teacher of writing must be a listener, a coach. But it over simplifies things to suggest that the classroom teacher be the only one to play the role of a listening teacher. The writing classroom as a whole must become a learning community, and everyone in it must be both a teacher and a student." (1986, p. 10).

Calkins suggests that writing environments must deliberately be kept "predictable and simple because the work at hand and the changing interactions around work are unpredictable and complex" (1986, p. 12).

Graves and Calkins have promoted teachers' appreciation of the writing process and its implications for classroom instruction through their publications and their involvement in teacher inservicing. However their efforts are only a small part of a movement which is becoming widespread. Holbrook (1984) reports that there are over one hundred National Writing Project Sites across the United States which are involving teachers in writing workshops.

Teachers' personal experiences in these teacher workshops as well as their experiences with using writing process workshops in their classrooms have been documented in many recent articles in educational periodicals (Burkhardt, 1984; Church, 1985; Hauser, 1986; Hink, 1985; Logan, 1985; McPhillips, 1985; Mikkelsen, 1984 ; Pekala, 1983; Russell, 1983; Silver, 1983). A 1984 Position Statement by the National Council of Teachers of English Commission on Composition contains the following recommendations for the teaching of writing:

> Students learn to write by writing. Guidance in the writing process and discussion of the student's own work should be the central means of writing instruction. Students should be encouraged to comment on each other's writing, as well as receiving frequent, prompt, individualized attention from the teacher. Reading what others have written, speaking about one's responses to their writing, and listening to the responses of others are important activities in the writing classroom.... (1984, p. 653)

To summarize, Moffet, Harste et al., Graves, and Calkins have reflected upon the nature of the writing process and have made recommendations for classroom practice as the result of these reflections. On the basis of their recommendations, the following practices would seem to be ones which could promote the vision of writing as a process and promote children's development as a writers:

1. provision for blocks of daily writing time,

2. support for students' writing in the context of predictable conferences,
3. teacher modelling of writing,
4. student discussion of ideas prior to, during, and after writing,
5. opportunities for students to revise and publish compositions,
6. the teaching of writing skills through the students' own work, and
7. the provision of opportunities for students to share and respond to writing.

The data collected in the present study allowed the practices evident in the sample classrooms to be compared with those listed above.

Studies of Classroom Writing Contexts

A small number of studies have focused upon the nature of the classroom contexts in which writing takes place. Among these are the research studies of Diamond (1983); Martin (1984); Woods-Elliot (1981); Florio and Clark (1982); Van Nostrand, Pettigrew and Shaw (1980); and Perl (1985). The differences in the classroom contexts for writing are evident when the findings of Woods-Elliot (1981), Martin (1984), and Diamond (1983) are compared. Writing in one classroom was the focus of each study.

Wood-Elliot's ethnographic description of a sixth grade classroom portrays an urban setting in which there were twenty-eight low-stream students. In this classroom, talk was encouraged. Students had opportunities to write in order to express thoughts, relate personal experience, or tell a story during a special writing time. At the beginning of the year, the teacher taught writing skills (ie. spelling, capitalization, punctuation) independently of "writing time writing" but in the second semester she gradually began to transfer skills into this "real writing". Collaboration during the writing process was evident as talk was part of both prewriting and composing activities. In this study, the teacher generally sought to have students express themselves "without hampering constraints" during writing time; however, she did provide the students with one occasion to take a composition through the entire writing process for the purpose of publishing it. Besides writing during writing time, the students in this class also had opportunities to be involved in private personal journal writing.

The classroom which Martin describes in her ethnographic study of a sixth grade class is similar in some ways to the one described by Woods-Elliot. In this study, the teacher took into consideration students' needs and interests by selecting writing activities which were interrelated and experience-based. Appropriate skill lessons were coordinated with the more complex writing projects. Also, both the teacher and the students were involved in providing assistance, modelling writing processes, evaluating, and listening to and reading student writing.

The upper elementary classroom that Diamond described in her naturalistic study was one which was selected for its potential to involve students. Diamond discovered that students had few writing opportunities in this class. Writing was taught in whole-class lessons and there was little discussion before or during writing. Sharing, revising and editing rarely occurred. All writing topics were teacher-assigned and self-initiated writing was not encouraged. The students did not receive individualized support or direction from the teacher.

More significant and extensive studies of classroom writing contexts include those by Florio and Clark; Van Nostrand, Pettigrew, and Shaw; and Perl and her co-researchers. The Florio and Clark study examined writing in two classrooms over a two year period; the Van Nostrand, Pettigrew and Shaw study considered the writing instruction in eight classrooms over one year; while the Perl study investigated the writing programs in ten classrooms over a three year period. The design of these and as well their findings are discussed in detail below.

Florio and Clark and their fellow researchers used an ethnographic approach to investigate writing in two team-taught classrooms: a second/third grade class and a sixth grade class. The data collected included observational field notes, videotapes of selected activities, journals which contained teacher's reflections on teaching and writing, interviews with the teachers about the contents of the videotapes and journals, samples of students' writing, and conversations with students about their writing. The teachers collected some data as participant observers and participated in the data analysis.

In their case study report, Florio and Clark (1982) identified the four functions that writing had in the second/third grade room:

1. Writing to participate in a community (ie. the generation of classroom rules),
2. Writing to know oneself and others (ie. writing in diaries, compositions about activities in and around the school),
3. Writing to occupy free time (ie. writing letters and cards to give to parents or friends), and
4. Writing to demonstrate academic competence (ie. making notes in science lab books).

Florio and Clark reflect that because all four types of writing were not considered to be part of the writing curriculum by the teacher, much of the writing could be considered to have a somewhat incidental quality. They conclude that the teaching and learning of writing were for the most part informal and inarticulated. They suggest that by studying classrooms the "unanalyzed writing curricula" (1982, p. 129) will begin to be illuminated. According to them, such illumination can provide teachers with insights which will help them take advantage of the activities occurring in their classrooms in order to promote students' writing development. Reflecting upon the teaching of writing, Florio, Clark, Elmore et al. state:

> Potentially it is still an area in which teachers can make fundamental choices about the knowledge to impart, the ways to impart it, the nature of assessment, and the reasons for learning. But... teachers may enact writing instruction unreflectively-- filling up the time with activities that merely recapitulate their own limited experiences as former students of writing... [Or worse, writing may be] slighted in a busy school day or pass unremarked upon as it is used throughout the day as a means to other academic ends. (1982, p. 23)

Both the studies of Van Nostrand, Pettigrew, and Shaw (1980) and Perl and her co-researchers (1985) used several classrooms in their research designs, aimed to identify and describe features of successful writing instruction, and involved the classroom teachers as limited research partners. However there were marked differences in the methods used for data collection and in the types of writing programs which existed in the sample classes.

The Van Nostrand team which consisted of eight researchers investigated writing instruction in the classes of eight experienced elementary teachers. Their goal was to

"...derive a valid and reliable description of writing instruction in a few representative settings and to do so in a way which could be readily adapted to many other settings" (Pettigrew, Shaw, and Van Nostrand, 1981, p. 330). The teachers in this study had no particular training to teach writing. They had little or no experience with teaching writing as a process and their instructional methods were described as eclectic. The data collection in this study involved formal and informal observations of class instruction, surveys of student opinions about writing and learning to write, and analytic descriptions of student writing.

The teachers in the Van Nostrand study were involved in collecting data, analyzing data, and interpreting findings. The researchers found nine different activities to be evident within writing instruction: presenting, orienting, giving instructions, reviewing, writing, rewriting, editing, sharing writing, and evaluating.

As the result of their study, the researchers described writing instruction as "...a series of decisions the teacher makes about how best to respond to students engaged in the writing process..." (Pettigrew, Shaw and Van Nostrand, 1981, p. 330). They state that these decisions are about which activities to conduct, how to conduct them and for how long. Because of the relationship which exists between academic learning time and student learning, they believe that teachers must tactically plan how much time is allocated to each writing activity and that they must choose the appropriate activity which responds to the immediate writing need of the student (Shaw, Pettigrew and Van Nostrand, 1983).

In a three year study Perl (1985) and her co-researchers, Carter and Wilson, used an ethnographic approach to examine writing instruction in ten classrooms in one school district. The teachers in this study had all been involved in previous special training which enabled them to use a process-centered approach to teach writing. Process-centered writing instruction involves paying attention to all the steps which writers engage in as they create a piece of written text. One of the goals of Perl's research was to document what happened in classrooms of the Language Arts teachers who used a process approach to teaching writing. At the classroom level, the researchers studied writing events and the students' and teachers' perceptions of these events. As part of the collaborative aspect of this study, the researchers met with the teachers in a weekly study group session, the teachers kept journals which they shared with the researchers, and the researchers shared the patterns and themes that emerged from the data analysis with the teachers.

Perl reports that the analysis of the data collected revealed the following:

1. In the classrooms involved in the study, writing was recognized as a social act. Collaboration and talk were considered central to the writing and learning which took place.

2. While there were some similarities between classrooms, which could be referred to as themes, what emerged most clearly was that each teacher's uniqueness was evident in the manner in which (s)he taught writing. Perl states:

> How teachers teach writing... is a function of who they are, what they bring with them into the classroom and who they meet there... What affects teaching most deeply and dramatically are the themes, the interest and the deeply felt concerns that affect and give shape to the teachers' lives (1985, p. 6).

3. Among the themes which Perl recognized were that teachers were writers, learners, and enablers. As writers, the teachers made writing a central act in their classrooms, modeling and demonstrating writing in their own unique manners. As learners, the teachers revealed to the students that they took risks, tried new things, made mistakes and came to new understandings. As an enablers, the teachers created "enabling circumstances" or conditions which supported students' learning and respected their writing intentions (1985, p. 18). The "enabling circumstances" in each class were the result of the teacher's thinking, beliefs and actions and bore the mark of the individual teacher's personality (1985, p. 21).

4. The teachers were committed to teaching and took time to reflect upon what they were doing in their classrooms. The teachers often did this in journals which they were initially required to keep for the study. The teachers also were involved in collaborative reflection with others as they met in a study group and tried to come to understand the act of teaching.

5. The school district in which the study took place was one in which the climate was receptive to teachers and their professional growth. For example, the teachers determined the direction of the writing project that they were involved in.

I have carried out my study as much as possible in accordance with the kinds of guidelines that have emerged for some of the outstanding research in writing. The methodology used in the Florio and Clark, and Perl studies served as a guidelines for the present study. The findings of Florio and Clark; Van Nostrand, Shaw and Pettigrew; and Perl and her co-researchers also have significant bearing on this study.

1. The Florio and Clark study raises the question of whether there is evidence to suggest that the teachers in the present study are making conscious choices about what knowledge about writing to impart and how to part it.

2. The Van Nostrand study raises questions about what kinds of decisions the teachers in the present study are making

about the nature of the writing activities to conduct, how to conduct them and for how long.

3. Perl's research raises the questions of whether collaboration and talk are considered to be central to the writing which takes place in the classrooms of the present study, whether uniqueness is evident in the way that the teachers teach writing, and whether the teachers assume the roles of writers, learners, and enablers.

Summary of Implications of the Research for the Study

The conceptual framework proposed by Tikunoff was used as a basis for the present study by establishing which aspects of three classroom environments would be focused upon during the data collection. The study involved three settings in order to reduce the chances of unwarranted conclusions being drawn. In order to increase the potential of the learning which could result, the study examined settings which had been identified as exemplary. The design of the study took into consideration methods proposed by Guba for addressing the trustworthiness of the research. Data collection methods in this study were similar to those used in the studies by Florio and Clark, and Perl and her associates.

The classes identified for the present study were all using the writing process workshop as part of their writing programs. Consequently they can be seen as being involved in the movement whose members believe in the importance of focusing on the writing process. The descriptive nature of this study allows for the comparison of the practices evident in the sample classrooms with practices recommended by researchers such as Moffet; Harste, Woodward, and Burke; Graves; and Calkins. The descriptive nature of the data allows for the comparison of the findings of the present study with the findings of studies of Florio and Clark; Van Nostrand, Pettigrew and Shaw; and Perl and her associates.

CHAPTER III

THE DESIGN OF THE STUDY

> Since so little data has ever been gathered... on the process of teaching writing,... [it] ought to be considered within the framework of case studies of competent teachers, those experienced with teaching writing, those willing to become involved in it for the first time. Detailed data gathering through video tapes, audio tapes, direct observation, teacher and child interviews, needs to be done.
>
> (Graves, 1984, p. 104)

The Design

The purpose of this study was to examine the situational variables which existed in three classrooms considered to have exemplary writing contexts. To achieve this goal, I spent seven days in each of the three classrooms. The first day in each class was used as an orientation day and data were collected on the remaining six days. The data collected for each class consisted of field notes, audiotapes of classroom interaction, videotapes of two language arts lessons involving writing, audiotapes of interviews with the teacher and students, teacher journals, and samples of student work. In order to facilitate analysis, the data on the audiotapes and the videotapes were transcribed. The analysis of the data enabled me to identify particular features of the writing contexts and to write descriptions of the classrooms' writing contexts in terms of the parameters set. Once the data for each classroom were analyzed, I made a cross-classroom comparison in order to determine the commonalities and differences in the contexts and to formulate a "working hypotheses" about the features of the contexts.

The Pilot Study

Four weeks prior to the data collection period, I spent two days carrying out a pilot study in a grade two class in one urban school. During the pilot study I gained experience with the key procedures for my study: audiotaping classroom events and interactions, taking field notes, videotaping, and interviewing the teacher and students.

I determined that a micro-taperecorder could obtain clear recordings of the teacher-student and student-student verbal interactions when the interactions took place in relatively confined space. Because of its size, the micro-recorder was easy to relocate and was quite unobtrusive. I also determined that the transcription of the audiorecordings and the integration of these recordings with the field notes could provide a more complete and accurate depiction of classroom interaction than field notes alone. An appropriate form on which to record field notes and the transcriptions of the audiotapes was derived. Appendix B provides an an example of how this form was used to record observation notes.

I became familiar with the use of videotaping equipment and the sensitivity of the equipment. The initial equipment to be used was not functional; and later during the videotaping, a loose wire connection resulted in only an audio trac being recorded rather than both a video and an audio trac. In order to record the transcriptions of the participants' actions and speech during the videotaped lessons, as well as the comments which they made about these interactions during interviews, I derived a form which allowed the transcriptions to be juxtiposed with the participants' comments. Appendix C exemplifies the way in which this form was used to record transcriptions and corresponding comments.

Sample

The sample for this study consisted of three upper elementary classrooms in one urban school district. I selected the sample classrooms after permission to do the research study had been granted by the school board. Three elementary language arts consultants who were associated with the school board and two university faculty members who had contact with elementary language arts programs were involved in the selection process. I asked the consultants and faculty members to identify classes which they considered to have exemplary writing contexts and provide reasons for identifying these classes as "exemplary". The number of times that classes were identified on the lists was my basis for targeting possible sites for the study.

Once several upper elementary classrooms were targeted as possible research sites, I used the following procedures to establish which classrooms would become part of the study. I contacted the principal of the school in which a classroom was located and asked for permission to contact the classroom teacher. If the teacher expressed an interest in being part of the study, I held an interview in order to explain the purpose of the study and the data collection techniques. At the interview I presented these teachers with consent forms which also outlined the study. (A copy of this letter is in Appendix 1.) Several of the teachers contacted were not interested in being part of the study.

The three classrooms which became part of the study were on at least two of the five lists provided by the consultants and faculty members. The reasons given by consultants and/or faculty members for identifying each of the chosen classrooms as "exemplary" were as follows:

Class 1

> "There was an overall developmental plan for the writing program."

> "The program was assessed on an on-going basis and improvements were made over time."
>
> "The Graves process approach to writing was being used."
>
> "The whole language model was being used to make reading/ writing connections."
>
> "The kids were writing on an on-going basis and their products seemed pretty good."
>
> "The kids were writing. They liked writing and were excited about it."

Class 2

> "An attempt was being made to implement Graves' writing process model."
>
> "The class had daily writing."
>
> "The kids were writing. They liked writing and were excited about it."
>
> "The teacher could explain what he was doing and why."
>
> "The teacher was concerned with attitudes to writing."
>
> "The class had a child-centered orientation."
>
> "Centers, novels, and journals were being used."

Class 3

> "There was an overall developmental plan for the writing program."
>
> "The program was assessed on an on-going basis and improvements were made over time."
>
> "The teacher was following Graves and was attempting to implement the writing process approach to teach writing."
>
> "The students were involved in writing on an on-going basis and the products seemed pretty good."

"Writing was monitored and evaluated on the basis of observation."

"The teacher was concerned with both writing development and attitudes about writing."

"The teacher was child-centered and was conscious of children's self-concept."

"The teacher was open to professional development."

"The teacher could explain what she was doing and why."

Once the teachers consented to be part of the study, I asked them to distribute consent letters to the parents of all their students, as parental consent was required for the videotaping of students. (A copy of this letter is included in Appendix 1.) I also asked the teachers to identify three students in their classrooms to be focused on during the data collection. My criteria for these focus students was that they were average writers who had been part of the class since September. I also requested that the students be able to articluate their ideas easily, in order that data could be collected without difficulty.

Data Collection

I collected data for this study between April 22 and May 31, 1985. In order to examine the nature of the writing context in each setting, I spent a total of seven sequential days over a period of two weeks in each of the three classrooms. I spent the first day observing the class in order to become familiar with the students, the teacher, and the classroom routines. During the following six observation days, I collected data during language arts lessons and those content area lessons in which writing or writing-related events were occurring. In order to allow for triangulation of observations, I used a variety of data collection methods. The data that I collected consisted of field notes, audiotapes of classroom interaction, videotapes of two language arts lessons in which writing was the focus, audiotapes of interviews with the teacher and the students, a teacher journal, and samples of student work. The procedures used for each of the data collection techniques are described below.

Field Notes

I positioned myself in close proximity to the students and observed writing and writing-related activities. During observations, I attended specifically to: a) the time that the writing and writing-related activities began and concluded, b) the nature of the physical surroundings in which these activities occurred, and c) the actions and the speech of the participants during these activities.

Audiorecordings

In order to have an auditory record of the activities about which field notes were being taken, I recorded the teacher's and students' verbal interactions on a micro-taperecorder placed in an optimal location. I transcribed information on the audiotapes verbatim and incorporated it with the field notes when writing up the observations.

Videotaping of Two Language Arts Lessons

In each class, I videotaped two language arts lessons in which the teacher indicated writing would be the focus. The videotape captured the actions and the speech of the classroom participants as they were involved in writing and/or writing-related activities. I transcribed the verbal interaction on the videotape verbatim when I wrote up the descriptions of the activities. In separate sessions on the day following the taping, I shared the videotape with the teacher and with the group of focus students in order to determine their perceptions of specific situational variables.

When the teacher and I viewed the videotape, I asked the teacher to: identify the different activities in which (s)he took part, indicate his/her goals for these activities, and describe his/her involvement in these. When sharing the videotapes with the group of three focus students, I used a similar procedure. I taped these discussions and later transcribed them verbatim. In order to facilitate analysis of the data, I entered the transcriptions of the teacher and student discussions alongside the descriptions of the videotaped lessons.

Interviews With the Teachers

Interviews with the teachers took the form of casual interactions and scheduled conversations. When in the course of daily conversations, teachers shared information which was related to situational variables, I noted this information. During such conversations I often inquired about the purposes of the activities observed. These notes became part of my general field notes.

During scheduled conversations with the teachers, I solicited information about the long term objectives and goals for writing, the basis for the teacher's objectives and goals, and the way in which the teacher's goals and objectives influenced the organization of the classroom for writing. I taped these conversations and later transcribed them verbatim. These notes also became part of the general field notes.

Teacher Journal

Each teacher kept a journal in which (s)he recorded goals, objectives and plans for at least some of the writing and writing-related activities which occurred during the data collection period.

Informal Interviews With Students

In order to determine student goals, I held informal interviews with students as they engaged in writing and writing-related activities. These conversations were confined to those times when they did not disrupt the flow of classroom activities. I asked students to describe what they were doing and to tell what they were most concerned with during these activities. I taped these interviews, transcribed them verbatim and incorporated them into the general field notes.

Collection Student Writing Samples

As a record of the writing activities that the students had participated in, I made copies of all the writing completed by the three sample students during the observation period.

Appendices 2 and 3 are samples of my field notes. Appendix 2 consists of a portion of one day's observation notes. Appendix 3, on the other hand, is a portion of a videotaped lesson transcription with corresponding teacher and student comments.

Data Analysis

In both my preliminary and formal analysis of the data, I analyzed the data for each classroom individually according to the framework provided by Tikunoff's model. In my preliminary analysis of the data, I studied the field notes of at least three observation days, a transcription of one teacher interview, and a transcription of one videotaped language arts lesson. I made notes about the time dimensions surrounding writing, the physical arrangement of the classroom, the writing and writing-related activities, the teacher and student goals, and the roles assumed by the participants. On two occasions during the data collection period in each class, I shared the preliminary analysis with the teacher and focus students. The purpose of the sharing was to get a "member check" of my analysis in order to help insure the credibility of the findings.

In my formal anaylsis of the data for each class, I initially underlined relevant data in all the field notes and teacher journals using a different color for information in each of these areas: physical environment, time dimensions, activities, teacher goals, and student goals. I made summary notes on the raw data from each classroom, referencing these notes to the original field notes. The headings in my summary notes included class background, time dimensions, physical arrangement, past writing activities, observed writing and writing-related activities, teacher and student goals, and roles assumed by the participants. In these summary notes I juxtaposed observed activities with the participants' goal statements.

Goals

In order to come to an understanding of the teacher's and students' goals for each writing context, I made lists of the teacher goal statements and student goal statements identified in the summary notes. I placed each goal statement on a card and attempted to classify the statements according to patterns which seemed to emerge. The goal categories evident in one class are outlined in Table 1. In an attempt to determine commonalities between teacher and student goals, I compared student goal statements with teacher goal statements.

Table 1: Sample of Goal Categorization

Goal Categories in Class 2

Teacher Goals
  -General
  -Specific
    modelling
    sharing
    conferencing
    proofreading and revising
    publishing

Student Goals
  -writing
  -sharing
  -proof reading and revising
  -publishing

Physical Surroundings

In order to determine the function of particular classroom areas during writing and writing-related activities, I studied the physical environment information in the summary notes, as well as the sketches of the room in the field notes. I drew a classroom map, made a list of areas utilized for writing and writing-related activities, and identified the function of each area. I then reflected on the manner in which the physical-spacial arrangement of the classroom allowed for particular types of interactions between participants. Aspects of the physical environment which supported writing activities in one class are outlined in Table 2.

Table 2: Sample of Physical Environment Classification

Aspects of the Physical Environment Which Supported Writing Activities in Class 3
Charts
Author's Corner Bulletin Board
Writing Folders
Writing Folder Storage Area
Student Sharing Areas
Discussion Area

Activities

In order to identify writing activities and writing-related activities which took place in each class, I reviewed the summary notes and the copies of student work. I made a list of the observed activities as well as the identified past activities. In order to discern patterns, I attempted to map each observed activity. The categories of activities observed in one class are summarized in Table 3.

Table 3: Sample of Activity Categorization

Activity Categories in Class 3
Past Activities
Observed Activities
-Writing File
-Other Language Arts Writing (Thematic)
-Social Studies

Roles

In order to determine the roles assumed by the teacher and students in each writing context, I reviewed the summary notes focusing on the relationship between the activities and the goals articulated by the participants. The juxtapostion of the activities and goals facilitated the determination of the roles played by the participants in each writing context. I categorized the roles according to those played by the teacher and those played by the student. The role categories which were evident in one class are displayed in Table 4.

Table 4: Sample of Role Categorization

Participant Role Categories in Class 2

Teacher Roles
  General Role
    -facilitator

  Specific Roles
    -program developer
    -monitor
    -audience
    -model
    -instructor
    -proofreader
    -editor
    -learner

Student Roles
    -writers
    -audiences
    -collaborators
    -proofreaders
    -publishers
    -learners

Time Dimensions

I determined the time of the writing and writing-related activities from the time notations in the field notes and attempted to discern any patterns which seemed to exist. I also searched the transcriptions of teacher interviews for references about the amount of time generally spent in writing and writing-related activities. The time categories which were observed in one class are outlined in Table 5.

Table 5: Sample of Writing Time Distribution

Writing Time Categories in Class 1
Writing File Time
Journal Time
Time for Content Area Writing
Time for Homework Sharing

Descriptions of the Writing Contexts

Once the data for a classroom was analyzed, I wrote a description of the writing context. In order to help insure the dependability of the study, during writing I frequently referred back to the initial descriptions of activities and to the verbatim transcription of conversations. The description of each writing context is detailed in order to help insure the transferability of the findings. To obtain a perception and credibility check, I shared this description with the teacher of the class. Each of the teachers agreed that the summary provided was an accurate description of the writing context in his/her classroom.

Findings

After writing up the findings, I shared these with the advisor of this study in order to help ensure confirmability.

Chapter Summary

A brief pilot study prior to the data collection period of this study enabled me to become familiar with the key data collection procedures which I used. The study's sample was three upper elementary classrooms considered to have exemplary writing contexts. Three language arts consultants and two university faculty members were involved in the selection of the sample. I collected the data during six out of the seven days which I spent in each of the classrooms. The data which I collected in each classroom consisted of field notes, audiotapes of classroom interaction, audiotapes of interviews with the teacher and students, videotapes of two language arts lessons, a teacher journal and samples of the focus students' work. I analyzed the data for each classroom individually, according to the framework provided by Tikunoff's model. I analyzed it in a preliminary manner during the data collection period and shared this preliminary analysis with the teacher and focus students in order to help insure the credibility of the findings. I analyzed the data formally after the data collection period. From the analyzed data, I was able to derive information about teacher and student goals, the physical surroundings in which writing and writing-related activities took place, the nature of the writing and writing-related activities, the roles assumed by the teachers and students during writing and writing-related activities, and the time dimensions surrounding writing. This information enabled me to write a description of each writing context. The description of each writing context was shared with the teacher in order to obtain a perception and credibility check. The descriptions facilitated cross-classroom comparisons and the identification of commonalities and differences between writing contexts.

CHAPTER IV

DESCRIPTIONS OF THE THREE WRITING CONTEXTS

It is description that creates understanding.
(Freeman, Samuelson, and Sanders, 1986, p. 11)

In this chapter I present descriptions of the writing contexts in the three sample classrooms. These descriptions are written in terms of the parameters set out for the study. Pseudonyms are used throughout the study.

Background to the Descriptions

During this research, two educational trends were evident within the school system in which the sample classes were located. One system trend was the promotion of process oriented writing instruction. Such instruction recognizes that writers engage in a variety of subprocesses when writing and aims to help students learn writing strategies. In June of 1984, a number of system teachers were invited to take part in a Donald Graves' Writing Workshop which was held in Edmonton. A condition of attending this workshop was that teachers would provide writing inservices following their participation in the workshop. All three of the teachers in this study had attended the initial Graves' Writing Workshop and were having the opportunity to attend the followup Donald Graves and Jane Hansen Workshop which was taking place in June of 1985.

A second system trend was participation by many system administrators and teachers in a Teacher Effectiveness Program. The Teacher Effectiveness Program which was implemented by school system consultants, aimed to maximize teachers' instructional skills. Teachers learned how to apply teaching skills that they already possessed as well as alternative teaching skills and strategies. The Teacher Effectiveness instructional strategies and teacher training strategies were based on the theories of Bruce Joyce and Beverly Showers. The instructional skills taught in the program were based on the work of Madeline Hunter, J. Brophy and T. Goode. The classroom management strategies presented came out of the work of Rudolf Driekurs, J. Konin, H. Ginott and William Glasser. All three of the teachers in the present study had participated in Teacher Effectiveness Inservices and two of the teachers were involved in "conferencing" at least one other teacher on their staff about the implementation of specific teaching strategies.

The Writing Context in Class One

Class Background

Class 1 was a grade 4 classroom in Blackwood School which is located in an Edmonton suburb. At the time of this study Blackwood School was less than 10 years old and had a total student population of over 400. Class 1 had 26 students in it and the three students focused upon in this study were Lori, Michael and Vanessa. However, other students in the class were also observed and interviewed when opportunities arose.

Ms. Simmonds, the teacher of Class 1 had more than 15 years of teaching experience and was responsible for all aspects of the students' program with the exception of music and science. Ms. Simmonds was actively involved with an Effective Teaching program attending inservices related to this program and observing and conferencing three other teachers in the school as they implemented specific skills and strategies in their classes.

Certain routines were firmly established in Class 1. Upon arrival in the morning the students immediately began deciphering and copying into their scribblers a minimal cues message (a cloze activity) which was written on the board. When they returned to the classroom after the morning recess, the students completed math quizzes and just before lunch they listened to Ms. Simmonds read from a novel. Immediately following the lunch break the students engaged in quiet personal reading. When group discussions were held, the students met in groups in which the membership had been established at a previous time.

This was the second year in which Ms. Simmonds had been using the workshop approach to teach writing. In Class 1, students had opportunities to write on topics of their own choice and writing instruction often took place in the context of conferences. According to Ms. Simmonds, the year before she and another grade 4 teacher in the school had "both fumbled [their] ways through the Graves' Model" before attending the 1984 Donald Graves Writing Workshop to which they were invited. During this school year Ms. Simmonds had given several inservices in the school system about the workshop approach to teaching writing.

Ms. Simmonds indicated that there was a wide range of abilities in the students of her class with about 30% of them experiencing some academic difficulties. She stated that she needed "to work very hard in order to stay on top of the class" because some of the students were continually testing and pushing the limits.

Time Dimensions Surrounding Writing

On the basis of observations and of interviews with Ms. Simmonds, I concluded that in Class 1 writing and writing-related activities could be divided into two main categories: those which took place in language arts and those which took place in the content areas. In language arts, two writing periods were scheduled daily: writing file time and journal writing time. Students worked in their writing files each day for a half hour or more, generally at 9:20 and the weekly average time devoted to writing file activities during the observation period was 150 minutes. If for some reason writing file time could not be scheduled in the morning, it was held in the afternoon. According to Ms. Simmonds, if the day's schedule allowed for it and the class was reacting well, writing file time was often stretched to go beyond a half hour.

Ms. Simmonds indicated that journal writing generally occurred three times a week for 15 minutes at 11:30. I observed students writing in their journals on four of the six observation days. Although I did not observe the students involved in their novel studies, I was informed by both the students and Ms. Simmonds that writing took place in conjunction with novel discussions. In the content area activities which generally occurred in the afternoon, writing took place when Ms. Simmonds considered that it was appropriate to the activities at hand. I observed content area writing taking place on three different occasions.

The Physical Accommodation of Writing

Writing and writing-related activities for Class 1 were for the most part confined to the classroom. However in a few instances these activities extended beyond the classroom into the hallway and library. While certain writing and writing-related activities were accommodated by Ms. Simmonds's conscious arrangement of furniture and materials, other activities were accommodated by the incidental availability of space.

Student Work Areas

Drafting ideas onto paper generally took place at the students' desks. The student desks occupied the center of the room and were grouped in clusters of four, with two of the desks facing the other two. According to Ms. Simmonds the desks were arranged in this way in order to accommodate students' talk about writing.

Writing Folders and Journals

Students kept their writing files and their journals, as well as the rest of their scribblers, inside their desks. In the students' writing files were all the pieces that they had written this year with the exception of those which they had published. The initial drafts of published work were filed in the second drawer of a filing cabinet which stood at the front of the room. Attached to the writing file were two cards: a topic card and a skill card. On the topic card, students had listed possible ideas for future writing. On the skills card was information pertaining to the two headings "Things I Know How to Do" and "Things I Need to Work On".

Conferencing and Publishing Area

In a front corner of Class 1 was an area which was designated as the publishing area. A round table, used daily for group conferences, stood in this corner. According to Ms. Simmonds she put the conference table in this location so that it would "bring importance to that area of the classroom". She chose a round table so that the students could have "eye contact with everybody at the table". Behind the conference table was a bulletin board display which outlined the responsibilities which the students had during group conferences. Also behind the table were a variety of dictionaries, materials which could be used for publishing books, and a story line display which dealt with publication. The story line display included information about what needed to be included on the title, copyright, dedication, and author pages of a book. It also explained how illustrations could be coordinated with the print in books. According to Ms. Simmonds, the story line was to help students "figure out what information went on each page" and to help them "figure out how many grand total pages they needed in their books". Although she established the publishing centre for providing students with access to the publishing materials that they needed, Ms. Simmonds indicated that with the creation of SAC (Student Author Centre) in the library, the publishing materials in the centre had become less significant to the students.

Proofreading and Discussion Areas

Specific areas of the room were used as meeting places for discussion groups and as proofreading areas. When students went to proofreading areas, they read their writing over with a friend and worked together in order to make some of the needed alterations. While the most common proofreading area was one behind a counter at the back of the room, I also saw two areas at the front of the room being used for this purpose.

Beyond the Classroom

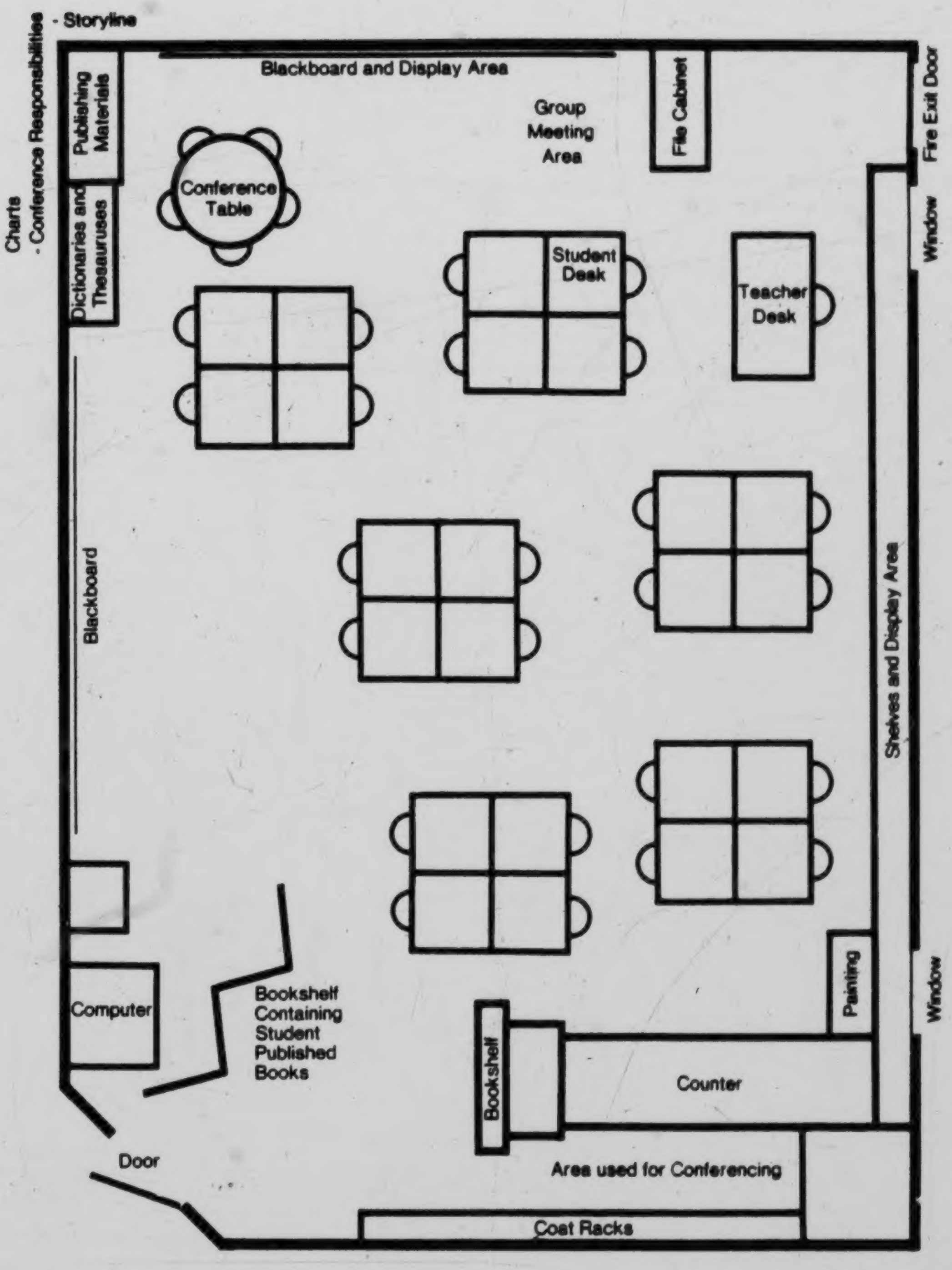
Activities which were writing-related spilled out of the classroom. Students, considered trustworthy by Ms. Simmonds, were allowed to proofread their work with peers in the hall outside the classroom. Students also made appointments to go to SAC, a publishing resource centre in the library in order to meet with the parent volunteers who operated this centre. Here the students viewed and chose materials for the publishing of their writing. Once the students "published " their work on the paper which they chose from the centre, they returned their papers to the centre for binding.

Display Areas for Student Writing

Immediately inside the door in Class 1 was a movable book case which held a multitude of student published books. Student writing was also displayed on the bulletin board space just outside the classroom. I saw patterned poems and related art work mounted in this area.

Figure 1 is a map for the physical environment of writing in Class 1.

Figure 1: Map of Class 1


Charts
- Conference Responsibilities
- Storyline
Blackboard and Display Area
Publishing Materials
Dictionaries and Thesauruses
Conference Table
Group Meeting Area
File Cabinet
Fire Exit Door
Window
Student Desk
Teacher Desk
Blackboard
Shelves and Display Area
Computer
Bookshelf Containing Student Published Books
Painting
Window
Bookshelf
Counter
Door
Area used for Conferencing
Coat Racks

Writing and Writing-related Tasks Engaged in by Participants

Writing activites in Class 1 could be divided into these two categories: those associated with language arts and those associated with content areas. Writing and writing-related activities which were associated with language arts could be further subdivided into writing file activities, journal activities, and novel study activities.

Writing File Activities

Interviews with Ms. Simmonds provided information about her expectations for the flow of events during writing file time. Generally, a student would begin writing by choosing a topic from one of the ideas which he had entered on a topic card. Over a number of days, he would write an initial draft. Once the initial draft was written he would make a decision as to whether he wanted to publish the piece of work or begin an intial draft of a new piece. If the student chose to publish the piece of work, he would meet with one of his peers, proofread the draft, and the two would revise and edit as much as they were capable of on their own. The piece of work would then be handed into Ms. Simmonds who would fully edit the piece on her own time. When the piece of writing was returned to the student, he would make a decision about the form in which he wished to publish the piece and then go ahead with the publishing. Intertwined in this flow of events would be conferences which occurred at all stages of the writing process.

While writing was evident in many classroom activities, the importance of writing in this class seemed to be underlined by the fact that for at least one half hour each day the students were involved in writing in a workshop context. During this time, they wrote on topics of their choice and had opportunities to discuss their work in conferences. At 9:30 A.M. on a typical observation day I saw the majority of the Class 1 students at their desks. These students were either writing an initial draft, working on publishing a piece of work, or quietly talking with a student in their seated cluster. At the round table at the front of the room Ms. Simmonds and five other students were involved in a group conference and were discussing one of the students' pieces of writing. Often behind the back counter there were two students working together to proofread the inital draft of one of their pieces of work.

During my data collection period in Class 1, I observed students involved in many of these steps of the writing process. The most evident were working on initial drafts, proofreading initial drafts, working on publishing, and conferencing and being conferenced.

Writing initial drafts. When I surveyed the number of students working on initial drafts on two of the observation days, I saw that at this point in the school year about half of the students working at their desks were writing initial drafts. Among the titles of the initial drafts were: "The Snow Shoe Hare", "Popcorn", "An A B C Book", "Popeye Joins the Army", "The Hawaiian Bird", "Animal Alphabet", "Army Vehicles", "Continuation of Space Flight", "Legoland", "My House", "Joke Book", and "Alphabet Song". Most students working on their inital drafts worked independently perhaps on occasion stopping to share portions of their work with another student in their seating cluster. I observed one of the focus students, Michael, was involved in collaborative compositions with two different students. In both cases the boys would discuss ideas, one of them would scribe the ideas which they agreed to include in the story and then they would discuss ideas again. The following is an example of the process:

> Michael: No-- the black hole is where the giants live, like-- They go in and there are a whole bunch of planets and they have to head for one planet where the giants live.
> Chris: Yeah and only the two giants know where it is.
> Michael: Yeah so the giants are going there.
> Chris: And they have to enter a secret passage-- Maybe-- maybe--
> Michael: Then Michael--
> Chris: Maybe, maybe they can spot a hole that is small and turns out to be big, big-- and it turns out to be a secret passage way and then maybe they say there's lots of holes in the planet so they have to find.
> Michael: Yeah so they have to find which one and so its marked off specially.
> Chris: And they keep on going through these holes and all that.
> Michael: Okay, right.
> Chris: They keep on coming out of different ones.
> Michael: [as he begins to write] Then Michael

> said-- the-- black-- hole-- is-- number-- sixty-- eight--- Yeah, 'cuz there are lots of black holes.

Proofreading. During the data collection period I observed students proofreading initial copies on five different occasions. Two of the focus students spoke about proofreading in this way:

> Michael: "And when you finish a draft..."
>
> Lori: "you get a friend to proofread it."
>
> Michael: "Miss Simmonds would do the final edit. Mostly people go back there [referring to the back counter] and they proofread their story. They look for periods and capitals and all that, commas."

A sample of the interaction which took place when students were involved in proofreading is the following which occurred between Nicky and Darryl. Nicky, who was the author of the piece of work being proofread, read his work orally and then stated that he was going to see if there were any spelling mistakes. He asked his proofreading partner, Darryl, to find the words "ruffled grouse" in the dictionary. After confirming that Nicky's original spelling was correct, Darryl looked over the piece of writing and suggested that Nicky "stretch" "cm." to "centimeter". After printing "centermetre", Nicky asked Darryl to look up the spelling of "possible".

Publishing. Ms. Simmonds indicated that apart from two pieces of work which the whole class published, the students made their own decisions as to whether they would publish their work. When I surveyed the class on two of the observation days, I saw that about one third of the students were involved in publishing at this point of the year. While some of the students were involved with publishing pieces of work which they had recently completed writing, other students were publishing work which they had completed earlier in the year. For example three of the students were in the process of publishing fairy tales which they had written during the unit on Fairy Tales in January. One of the students who was involved in publishing, Marsha, explained what she was doing in this way:

> I'm publishing a book that's called Little Red Riding Hood and I'm using one of the Bare Books that the teachers ordered.... [I'm] just writing the words down and when I'm done the story then I have to do all the pictures. I just have to write the whole story and do the pictures.... I'm just doing the writing and the reason why these lines are here [indicating the red lines on her initial draft] is to separate the pages so the I know when to stop on one page. I put the lines in but Miss Simmonds did the editing.

Marsha was publishing her work into a book which was already bound; however, in order to publish their work many students made use of the resources of SAC (the Student Author Center) which was located in the library. At SAC the students discussed with parent volunteers the form in which they wished to publish their work. The parent volunteers helped the students choose the appropriate materials and gathered them for the students. The students took these materials back to their classroom where they printed and illustrated the pages. Once the students had completed their work, they returned the materials to SAC for binding. Lori explained: "I wrote the book and then I put it back in my file and I took it to SAC and I chose my wall paper and now they're going to put it in hardcover form."

Conferences. During the six days in which I made my observations, two types of conferences were evident in Class 1: formal small group conferences and informal individual conferences. Each student in the class was a member of a small conference group which met on a specific day of the week while the rest of the class was working on writing files. The group met with Ms. Simmonds at the round conference table and the conference would commence at the beginning of writing file time. Informal conferences took place when and if, Ms. Simmonds had time left over after the small group conference. When conferencing informally, Ms. Simmonds would circulate around the room, stopping at the desks of students who raised their hands.

During my observation period a new student to Ms. Simmonds's class came to a group conference for her first time. At the beginning of the conference, the veteran group members explained to her "what conferencing was all about". These are examples of their explanations:

> Karen: Whenever you're doing something like a story, and you have trouble thinking, you come here and then we start talking about it... [you] get to show the thing and ask, "[Are] there any questions that can help me?" Then people put up their hands and you can ask them, "What [is the] question?" And it

will give you some ideas.

> Darryl: Sometimes if you're stuck, you don't know what to write, you ask and sometimes we give you ideas.
>
> Vanessa: Sometimes when you're finished a book and you have it all ready but there's one problem, what kind of picture to put down, you can come to the conference group and the conference group will give you-- ideas.

I observed Ms. Simmonds conducting informal conferences after completing the group conference, on two of the six observation days. Generally in the informal conferences Ms. Simmonds simply responded to a student's question or comment. The following are examples of informal conferences which Ms. Simmonds conducted:

1. When Vanessa told Ms. Simmonds that she was on part 3 of her story Popcorn, Ms. Simmonds asked her what she had planned to happen in part 3. Vanessa explained her intentions.

2. When two students who were proofreading could not find the word "camouflage" in the dictionary, Ms. Simmonds guided their location of it. Ms. Simmonds explained what she had done: "I used some phonics. I said 'What letter comes next?' I said 'Cam ou flage. O. Okay, let's look under camo.' and we found it."

3. When a student showed Ms. Simmonds the song that she had been working on, Ms. Simmonds encouraged her to sing it from the beginning and praised her efforts: "You're almost finished. You know that is excellent. You are the first

student I had who's ever written a song."

Writing in Journals

On four of the six observation days, the students had journal time. On two of these occasions the students were given a choice of writing in their writing files on the initial draft of a piece of work or writing in their journals on a topic of their choice. All three of the focus students as well as the majority of the rest of the students chose to write in their writing files on these two occasions. In the other two journal writing times the students were given specific topics to write about. In one instance they were asked to write on either their feelings about rainy days, the life cycle of frogs, or frogs on rainy days. In the other instance the students were required to write down information which they had learned as a consequence of watching a presentation about manhole covers. While during two of the journal writing times Ms. Simmonds circulated, reponding to the queries of the students, during the other two periods she sat at her desk and wrote.

On the first occasion that Ms. Simmonds was observed assigning a journal writing topic, she called the students over to the group discussion area to discuss the assignment. Since it was raining on this particular day, Ms. Simmonds asked the students to think and write about how they felt on a rainy day keeping in mind "the things they could and could not do on rainy days." She also informed them that should they not wish to write about rainy days, the students could choose to describe the life cyle of a frog since that was what they had talked about the day before in the library. When one of the students asked whether they could write about frogs on rainy days, Ms. Simmonds showed enthusiasm for that suggestion stating: "That's a fantastic combination!" and made writing about frogs on a rainy day another alternative for journal writing. When the students returned to their desks to write in their journals, Ms. Simmonds circulated, answering the questions of students who raised their hands. When the students had worked for about 12 minutes, Ms. Simmonds stopped the class and asked the students to read their work to someone else in their group. The students paired themselves off and read their entries to each other.

The second occasion that a topic was assigned for journal writing, began with the students watching a presentation in the music room about "Safety Around Man Hole Covers". As the students were about to leave the music room, Ms. Simmonds informed them that when they got back to the classroom they were to write down information that they had learned in order to read and share it with their grade one buddies who they had been paired with for numerous past activities such as interviewing and reading. While the students wrote in their journals, Ms. Simmonds did some writing at her own desk. When two boys went up to speak with her, Ms. Simmonds did not respond to their questions, but non-verbally indicated that she did not wish to be disturbed during her writing. After the students wrote for ten minutes, Ms. Simmonds asked them to formulate two questions to discuss with their grade one buddies.

Novel Study Activities

While I did not observe any Novel Study activities, both Ms. Simmonds and the students of Class 1 informed me that the activities which I saw for the film Garbage, occurred during novel study time. I was told that after reading a chapter of a novel, the members of a novel study group wrote questions using the Bloom's Taxonomy Questions Words which were posted above the chalkboard. These words were divided into the following categories: knowledge, comprehension, application, analysis, synthesis, and evaluation. A student writing a comphrehension category question would incorporate into his question, one of the comprehension question words such as "summarize", "describe", "explain", or "define". After the students had written their questions, they met in their discussion groups and took turns posing their questions to the rest of the group members.

Writing in the Content Areas

The content area writing that I observed in Class 1 was primarily writing in response to an audiovisual presentation. On three different occasions the students in

Ms. Simmonds's class viewed a film or filmstrip which was related to an imminent field trip. On each of these occasions, writing was part of the followup to the presentation.

In the first instance, after watching the film Garbage the students were asked to formulate questions to use for discussion purposes. After the students wrote questions they broke up into their discussion groups and each child took a turn posing a question he had written for the group to answer.

In the second instance, after watching the film The Swimming Hole, the students were asked to make two lists entitled "Things We Saw": one to record information from the beginning of the film and one for information from the end of the film. Ms. Simmonds then led a brainstorming session in which the group suggested "Things That Changed". These ideas were recorded on the board. As a culmination, the students were assigned to write a paragraph about "how the environment could be changed back". While the students were writing their paragraphs, Ms. Simmonds circulated around the room answering student questions and making comments to students. Near the end of the period, Ms. Simmonds had the students stop and go into their discussions groups to share their paragraphs. In the group that I observed the students took turns reading their paragraphs to each other.

In the third instance, the students took notes in the form of a mind map while they were watching the filmstrip Carnivores. The mind map was an outline of the ideas presented in the form of a "net" or a "web". As she showed the filmstrip, Ms. Simmonds often paused to make suggestions as to what information might be appropriate to include on the mind maps. Later the same day, Ms. Simmonds had the students return to the completed mind maps in order to use them as a basis for report writing. She suggested to the students that they write a paragraph about each of the carnivore families. When Ms. Simmonds posed the question "How can we begin?" to the class, one of the students indicated that an introduction was necessary. Two students offered suggestions and Ms. Simmonds indicated to the class that either of these would be appropriate or they could put similar ideas in their own words. As the students began to write their reports, Ms. Simmonds circulated and stopped at different students' desks providing them with help in wording their introductions if necessary. As the students did not have enough time to complete their reports during the class period, they were given the option of doing them for homework or doing them in class the next morning.

Reflections On Group Conferences

When the students came to the conference table, they brought work which they planned to share. As discussed previously, on a display behind the conference table were questions which outlined the expectations for group conferences. These questions were:

"Did you share?"
"Did you tell where you got your ideas?"
"Did you plan what you'll do next?"
"Did you get some help?"
"Did you hear a compliment?"

While at no time did I observe direct reference being made to this display, on one occasion when a student read his piece and no responses were forthcoming from the group, Ms. Simmonds made this comment about expectations: "I thought we had some responsiblities when we came back to the conference group. Maybe I'll start off then...." Excerpts from transcripts of student conferences shed light on the extent to which the expectations outlined in the display questions were met in the conferences.

In all conferences observed students shared their ideas for future work or part or all of the piece of writing which they were currently working on. This excerpt is one sample of the type of sharing which occurred.

(Excerpt A from Vanessa's Conference)

Vanessa: I'm just finished doing Popcorn and it's all finished. [She shows the group her hard covered copy that she had returned to her from SAC the previous Thursday]. And on the back of it I put a picture of a big wad of popcorn. [She shows the picture]. And also, when it's starting the story and time to go to school. Here's a popcorn machine. It's making popcorn. Here's what they do in art.

[Vanessa continues to show her book with the group and comment on it.]
Karen: Can you read the whole thing from the beginning?
Vanessa: Okay. Okay I'll read it. I put dedicated to my family and Darryl because he let me use his name in this book. And I put copyright fine $4.50 in case some one tried to copy it. On top of each page, you could if you want to, I put "Popcorn". [Vanessa proceeds to read her story.]

While students did not always tell where they got their ideas, there were several instances of this occurring:

(Excerpt B from Lori's Conference):

Lori: Well it's sort of a continuation of Gilly Hopkins. I read it last year myself. The girl's name is Mary Anne and she's the opposite of Jill. And it goes through where she's one of nine children. Mary Anne is one of nine children.

(Excerpt C from Michael's Conference):

Michael: I got my idea from Daniel. He's doing the same thing except a different story. He called his Legoland and so did I. It's about these mini people this boy makes out of Lego and they somehow come alive and become famous.

Generally the students indicated in some way what they were going to do next. If the students did not do so on their own, Ms. Simmonds made a point of asking them what their intentions were:

(Excerpt D from Susan's Conference):

[Some of the students in the conference group have just made some suggestions as to what may happen in Susan's story.]
Ms. Simmonds: Okay, we had some ideas. Do you see any of those ideas fitting into what you're looking for?
Susan: Um. Yeah.

Ms. Simmonds: Which particular idea do you think you might put into your story?
Susan: Probably Jennifer's.
Ms. Simmonds: Okay. Would you like to repeat what Jennifer said then.
Susan: Have the boys and girls get into a fight and whip the boys with the hockey sticks.

Throughout the conferences the students and Ms. Simmonds offered suggestions to the student sharing his work.

(Excerpt E from Karen's Conference):

Karen [discussing illustrations in a joke book that she was doing]: I don't draw that good so I just copied off the picture.
Ms. Simmonds: You drew that yourself?
Karen: Yes. I just put the paper over and I just started tracing it. It's too hard to draw the picture.
Ms. Simmonds: You know I have a suggestion if you have trouble drawing pictures. Tracing? I guess every now and then it's okay. It's not the best thing Karen. If you have trouble drawing the pictures, there might be somebody else that you know, it might be in our class or at home, who would draw the pictures for you and then all you'd have to do is put on the cover "Written by Karen, illustrations by someone." That would be better than tracing or copying.
Vanessa: When you do your jokes instead of putting [the answer] in like that, you should have put it upside down; so the person could have put it upside down to read the answer.
Karen: [indicates that the person reading the book could just cover up the answers when he read the jokes.]
Ms. Simmonds: That would work too.
Nicky: [suggests that Karen tapes a strip of paper over the answer so that when the reader wanted the answer he could just flip it.]
Darryl: [tells Karen that he's seen books like that.]

Ms. Simmonds: Can you think of another place, besides books that you can get, where you can get jokes? Maybe the children in the group could help us too. Did you want to check and see?
Karen: Amy?
Amy: Maybe asking people in our class or at home to tell you jokes. And then you could put them in your book.
Vanessa: You might have a joke book and you can take that and read it and maybe, maybe you can concentrate on it for a long time and then you can make up a different version for it. Like a different riddle or joke.
Karen: I'm going to do that too.
Darryl: Maybe you could look in different books and make up your own jokes.
Karen: Maybe I can take a joke and put it in my own words instead of copying.
Ms. Simmonds: Darryl are you saying something along this line-- If I read a joke in this book here and if I read a joke in this book here, I can try to combine the jokes by any chance?
Darryl: Yeah.
Ms. Simmonds: Does that help you Karen?
Karen: Like maybe after school I could pick maybe Darryl if he could draw my pictures.

Compliments during group conferences came from both Ms. Simmonds and from the students.

(Excerpt F from Darryl's Conference):

Vanessa: I like the way you started. I like the way you shaped the "T" like a bubble "T" and the "D". I like the way it is. Like the way you colored it orange and black outline.

As the excerpts cited above reveal, the expectations which were outlined in the bulletin board display were being met in the group conferences. While all of the expectations may not have been evident in every student conference which occurred, there were some elements which were consistently evident in all the conferences. These were:

1. Each student had a turn to share. This involved addressing the group to explain what (s)he had been working on and what part of the writing process (s)he was involved in. Generally the student explained the story line of the piece and/or read at least a portion of it. (S)he also indicated to the group if (s)he needed help with anything (ie. ideas to incorporate into the piece, ideas for appropriate illustrations).

2. The other students in the group commented, questioned and made suggestions.

3. Ms. Simmonds usually made focused comments on one or two elements of the piece often using the chance to teach about writing.

Writing Prior to the Observation Period

My interviews with Ms. Simmonds made me realize that the activities which I was observing in class 1 were the culmination of Ms. Simmonds and the students working together for nine months. I began to understand that the writing file activities which I saw the students involved in evolved out of various types of prior activities. Ms. Simmonds explained that at the beginning of the school year she modeled choosing and talking about topics and that she had a specific time set aside for students to talk about their writing topics.

> I wrote things down like "Greece", "Africa", "Plants", and I went through a hassle verbally trying to pick out a fourth topic.... Then I said "Okay, you have to go to your seat and indicate four...." [Later] I said "I want you to choose two of them that you think you could tell someone about." So I went through and I verbally put my thoughts out for them to hear. I said, "I guess I'll choose 'The Sailing Trip to Greece' and I'll choose 'African Safari'." Then we talked again about it as a group.... I told them a bunch of things about the sailing trip and I told them a bunch of things about the safari. And as I was talking I encouraged them to ask questions. After they had me talking for a while, I said "You know, I think I know a lot more and I feel better about writing about the sailing trip...." They went through the same process. They found a friend, they sat down and talked about two of the things that they had. Then they ended up putting a star beside the one they felt more comfortable and most excited with and then we began writing.
>
> In the initial stages there was an awful lot of talk going on in the classroom. But they have sifted through a great percentage of time being placed on talk and less time on writing. They've gone through that stage to where it's far more writing and less talk. There is talk still going on but it is far less formalized than what it was in September and October. Like in September and October there was actual time where they did the talking to each other. I think now the desks take care of some of it plus the conference takes care of it as well. Plus I think they're so confident as a group in being able to write that it's not as necessary. I think [a student's] going through the talking in his mind a lot of times.

Ms. Simmonds also indicated that in order to introduce publishing, she had all the students in the class publish one of the pieces of work in a "whole class" activity.

> I thought it was very important that in their initial publishing-- to really go "gung ho" on the first one. At that point, nobody had published anything. So they chose the piece that they wanted to publish. They may have tried proofreading it themselves. We went through "Let's look for some capital letters, spelling,

> stuff like that. It came to me and I edited it. And I had a mom in this room who volunteered to do some typing. She took them all and typed them. She typed them out in a great big sheet and the kids cut out the paragraphs, whatever they thought would fit on a page and plunked it on a page and then it was coiled.

Although during the observation period group conferencing played such a central part in the writing file time, Ms. Simmonds indicated that she did not begin conferencing in groups until February. She stated that it was only at that time that she felt that the students were ready to move from the '90 second' individual conferences which she was having as she circulated around the room, to group conferences. According to her before she could implement group conferencing in her class, "The kids that were having the conference had to have ...skills... to handle the conference" and the kids who were writing had "...to be ready to stay on task and do whatever they're required to do."

While at the time of the study the students were working on topics of their own choice, on two different occasions during the year, Ms. Simmonds had the students work on more prescribed types of activities during writing file time. Just prior to Christmas time the students wrote a number of Christmas poems using assigned patterns. In January during a unit on Fairy Tales the students patterned a fairy tale, created a story based on the number three, combined two fairy tales and rewrote a fairy tale from the point of view of a character other than the protagonist. In referring to the Fairy Tale Unit Ms. Simmonds stated:

> They were taught structure. I guess story grammar is what they were taught through the experience. I think the fairy tale thing was a turning point in what I see in the writing that took place in the classroom. Initially when they wrote in their writing file, totally topics of their own. They wrote it in personal narrative. It was about them, things they knew about. After we did the Fairy Tale unit I think that's when I saw an awful lot of creative stories beginning to slide into their writing file.

The types of activities which Ms. Simmonds set up for the students seemed to indicate that she had a clear notion of what she wanted to accomplish and consciously structured activities in a manner which would enable her to move toward her goals. She stated: "If you think the students can't handle a certain type of situation, then you do a task analysis. 'What can I do to get here by going a different route?'."

Roles Played by Participants

Teacher Roles

"I basically have provided the environment and the opportunity to interact, to talk, to write." This was Ms. Simmonds's response to my question about the role that she played in Class 1's writing context. By creating the environment in which the students wrote, Ms. Simmonds assumed the overall role of a facilitator who fostered the development of the students' writing. After reflecting upon the activities in which the members of Class 1 were engaged, I have concluded that while this was an overall role, Ms. Simmonds also assumed a variety of specific roles in the writing context. Among the specific roles which she seemed to assume were those of a program developer, a monitor, a model, a writer, an instructor, an audience, an editor, and a learner.

As program developer, Ms. Simmonds determined the amount of time which would be scheduled for writing and writing-related activities. She decided on the nature of such activities, and the resources which would be available to the students as they pursued these activities. Specifically, Ms. Simmonds implemented a writing workshop, providing time for students to write on self-selected topics and working towards making group conferencing an integral part of this writing workshop. Ms. Simmonds prescribed some writing activities in journal time and in the content areas and decided whether formal activities leading to and emerging from writing activities, such as brainstorming or sharing, took place. Finally, she provided for the physical writing resources and their arrangement whether they were writing folders, charts, the conferencing table, or the publishing resources.

There were at least two aspects to the monitoring role that Ms. Simmonds assumed. The first took place in the context of daily activities. In these situations Ms. Simmonds "monitored" whether students were engaged in appropriate activities. For example, during a one-on-one conference she suggested to a student, who was spending his time drawing elaborate pictures of cars and then writing a simple sentence about each picture, that he engage in a more sophisticated type of writing when he finished this project. The second aspect of her monitoring role involved considering the writing and writing-related activities which were occurring in Class 1 in terms of long range plans. She had knowledge of a continum of writing activities and gauged when students were ready to progress to the different types of activities. For example, when she perceived that the students had the conferencing skills needed and the ability to work independently during writing file time, she began group conferences.

Ms. Simmonds assumed the role of the model in conferencing situations. In group conferences, she continually modeled how the expectations which were set out on the conference display could be met. She listened to students share their writing and their ideas, asked whether they needed help, inquired about their future plans, and provided compliments about their work. In two of the journal writing periods, Ms. Simmonds modeled being a writer by taking time to sit at her desk and write while the students wrote at their desks.

Ms. Simmonds continually assumed the role of an instructor during conferencing when she used the opportunities which arose to teach students about some aspect of writing. The following interaction between Ms. Simmonds and Lori is an example of this role:

> Ms. Simmonds: You know what she's done and grade 4's maybe some of you can learn from this. So listen carefully, all right? What she's done is taken a character's personality like Great Gilly Hopkins and you've incorporated it. She has the same personality there. Sometimes you can take the same type of personalities of characters from stories you've read and put them into your stories. But Lori you have another source for personalities for your stories.... You know what I was trying to get you to think about. You know how you have so many foster children come into your own home? Are you putting any of their personalities that you met of those foster children into those characters.
>
> Lori: We have one right now and she's sort of like Gilly, she doesn't comb her hair and stuff like that.
>
> Ms. Simmonds: Sometimes when an author writes stories he will take personalities of people that they've met and use those personalities for characters in their stories.

However, Ms. Simmonds's role as an instructor was not confined to group conferences as was seen in other writing situations. For example during content area writing she used an opportunity to teach students about the writing of introductions when she had assigned reports to be written about carinvores.

As a member of the small conference group Ms. Simmonds continually assumed a role as a member of the audience with whom the students shared their ideas and writing. As a member of this audience, she listened to students sharing their writing, responded to their efforts and questioned their aims. An example of her responding to a student's efforts is the following excerpt from one of the conferences:

> I like the way that she put "I was glad to get out of there!" because that tells us an awful lot doesn't it?... It sounds like you have some really neat ideas to continue. Before you do, I think I'd like you to keep in mind using describing words. Like in your story, did you people hear the word "yelped" as she was reading it? It really tells us what was happening. Another word that I really found interesting is "rattling".

Another role which Ms. Simmonds assumed was one of an editor who refined the work which students intended to publish. After students worked with friends to proofread the writing file work which they had decided to publish, Ms. Simmonds edited their work. She explained what she did in the following manner:

> I do it on my time. I don't do it in consultation with kids. So it comes to me. I edit it and I usually do a full editing job on it. I cannot accept yet the idea of passing something back to a child and having it published with errors in it... After all they are writing for a public audience. It's different than personal writing. A public audience has certain standards.

As Ms. Simmonds established and maintained the writing context of Class 1, another role which she assumed was one of a learner. She was continually learning what activities and techniques were effective as reflected in the following comment:

> I tried an experiment at the beginning of the year. I was really trying a lot of things with this crew. They would have a partner and they would take what they had written and would discuss

> the writing and build on it. This was because group conferencing was disturbing to the whole class so therefore my solution at that time was that we all do it at once. In retrospect it probably taught them to talk about their writing and it did give them some ideas. But I can't value that much more. I would probably go through the same stage, but I don't think I would do as much as what I did in the Fall.

Student Roles

Among the roles that students assumed were those of writers, audiences, collaborators, proofreaders, publishers, and learners. In the role of writers the students composed pieces on topics of their own choice as part of writing file time and composed pieces which were prescribed as part of content area work or as part of journal writing. Also in the role of writers, the students formally shared their work regularly during group conferences and occasionally during partner sharing times or discussion group times.

Group conferences provided students with an opportunity to be part of an audience with which the writer shared his work. Partner sharing situations and sharing in discussion groups also provided students with opportunities to serve as an audience. In the role of the audience, students listened to and often responded to the work of their peers.

Students assumed the roles of collaborators most often when they were part of the audience in a group conference. As collaborators in this context, students often made suggestions about how the author could develop or refine his work. Other situations in which students assumed the roles of collaborators were when they asked each other for help while writing independently at their desks, when they discussed and wrote joint compositions, and when they proofread a piece of writing with the author or illustrated a piece for him.

As part of writing file activities students had an opportunity to refine and publish those pieces of work that they wished to. The proofreading and publishing process in Class 1 required that the writers proofread their work with a friend in order to correct mistakes which either of the students recognized. Thus the students assumed the role of proofreaders not only for their own pieces but for the pieces of their friends. Once a piece of work was proofread by the students and edited by Ms. Simmonds, the authors decided how much print would go on each page, chose the materials for the publishing of their work and then began recopying and illustrating their stories. In this process the students assumed the role of publishers for their own work.

By being involved in different aspects of the writing process, Class 1 students assumed the overall role of learners. Students were learning that the writing process involved committing ideas to paper, revising, and publishing. They were learning that by sharing their pieces with others during the writing process, they could get direction for their work. They were learning how to be active audiences which supported each other in the writing process.

Teacher Goals

The teacher goals for writing in class 1 can be divided into three categories: general writing goals, goals which were global in nature, and specific writing objectives. The first two categories of goals seemed to emanate from Ms. Simmonds's "vision" for writing in her classroom. On the other hand, the more specific objectives emerged from daily writing and writing-related activities.

General Writing Goals

During an interview Ms. Simmonds stated that her overall goal for writing was for students "to develop the ability to communicate through written word." Other general writing goals which Ms. Simmonds had were for students to:

"experience different types of writing",

"be able to create an original piece",

"demonstrate the ability to proofread a piece for revision purposes",

"publish a book to celebrate writing",

"be able to discuss a story", and

"realize that they...are authors and have something worthwhile to share".

Global Goals

The more global goals listed by Ms. Simmonds can be considered to be related, but not strictly confined, to writing and writing-related activities. In this category are Ms. Simmond's goals for students to:

"support each other",

"cooperate",

"listen to other's ideas",

"increase thinking", and

"conduct group discussions".

Specific Writing Objectives

Throughout the observation period Ms. Simmonds articulated writing objectives which were more specific than the general writing goals. She had specific objectives in mind when she set up the physical environment of Class 1. She also had specific objectives for the journal activities, content area writing assignments and the writing file experiences which she planned. An analysis of Ms. Simmond's objectives reveal that they can be classified into the following categories: physically accommodating writing, organizing writing activities, providing students with feedback, helping students with idea development, sharing information about the writing process, and guiding and controlling students.

Physically accommodating writing.

Ms. Simmonds had a vision for the type of physical context which she wanted for Class 1. This is reflected in her statement that she was striving "to provide the environment and the opportunity for students to interact, to talk, and to write." Some of Ms. Simmond's objectives which are related to the one above are:

"to accommodate students' talk about writing",

"to bring importance to the writing corner",

"to give students access to publishing materials they need", and

"to display student authored books in a very visable area".

Organizing writing activities. Some of Ms. Simmond's objectives were related to organizing writing and writing-related experiences for Class 1 students. This is reflected in work she expected from her students:

"to explain the life cycle of frogs",

"to express feeling about rainy days",

"to prepare information to be shared with grade 1 buddies",

"to record questions for discussion purposes",

"to take notes in the form of a mindmap", and

"to write reports incorporating information obtained while creating a mind map".

Providing student feedback. The following objective statements indicate that Ms. Simmonds was intent on providing students with feedback for their writing efforts:

"to celebrate Vanessa's recently published book",

"to encourage the completion of a piece",

"to encourage poetry writing",

"to encourage development of a story",

"to encourage the development of a song",

"to share what is written with other people to add value to what they're doing", and "to have a chance to shine".

Helping with idea development. It was evident that Ms. Simmonds aimed to help students generate ideas for writing by the fact that she articulated the following objectives:

> "[for a student] to develop further ideas for writing",
>
> "to get Wes talking about what was in the back of his mind so he could incorporate it into his writing later",
>
> "to share ideas either for Keith to continue or to give others in the group a writing ideas",
>
> [for students] "to reflect upon suggestions [made in a conference]", and
>
> [for students] "to incorporate [ideas brought up in conference] into future work".

Sharing information about the writing process. Objectives which Ms. Simmonds summarized for both perscribed writing and conferencing revealed that she continually aimed to share information about the writing process. Among her objectives during journal writing and content writing were:

> "to review introductions to a report" ,
>
> "to stress the importance of topic sentences and how detais are related", and
>
> "to model writing time".

Among the objectives which she had during writing file time were:

> "to expose the rest of the students to poetry writing and language used",

> "to discuss how syllables are held to keep rhythm of song",
>
> "to draw out briefly that an author will use the setting to determine the course of events",
>
> "to review how a play is... formatted",
>
> "to discuss the relevance of details to setting",
>
> "to discuss how illustrations and title pages are relevant to topic content",
>
> "to demonstrate how story happenings can lead to appropriate endings and how sometimes endings come first and then details support",
>
> "to mention the connection between illustrations and the text and to have them think carefully about what text is, to insure that illustration is appropriate", and
>
> "to share title page and to discuss the importance of illustrations and the content of title page".

Guiding and controlling students. Another category of Ms. Simmond's objectives was to guide and direct the students as they were involved in writing and writing-related activities. This is evident in the following statements of intent:

> "to harness things as kids were getting carried away with suggestions",
>
> "to guide Lori's sharing",
>
> "to watch students",
>
> "to help David realize that 85 pages is an unrealistic publishing goal for the next month",
>
> "to guide Jack to write in a more sophisticated manner", and
>
> "to introduce a new student to the idea of a conference and what role each person plays".

Reflections on the Teacher's Goals

The categories of writing and writing-related objectives were determined by reviewing the objectives that Ms. Simmonds articulated. These objectives rose from the writing and writing-related activities which were occurring in Class 1 and consequently were directly related to these activities. The relationships between the writing and writing-related activities and Ms. Simmond's general writing goals and the global goals are present eventhough they are less obvious.

The students of Class 1 wrote daily during writing file time and regularly during journal time and content area activities. While writing file time was a time that students wrote on topics of their own choice, Ms. Simmonds prescribed certain writing activities. Among the prescribed writing experiences which occurred were report writing and descriptive writing. Ms. Simmonds used opportunities which arose during group conferences and during other writing situations to expand the children's knowledge about writing. All of these activities can be seen to be closely related to the teacher goals for students to "develop the ability to communicate through written word", "to experience different types of writing", and "to create an original piece of work."

I witnessed students involved in proofreading their work with a partner and changing errors which they had earlier made. I also observed many students involved in the publishing of their initial drafts and saw an abundance of published books displayed. Ms. Simmonds's goal for the students to "demonstrate the ability to proofread for revision purposes", was being met at least to some degree, as was her goal for students "to publish books to celebrate writing".

One of the distinguishing characteristics of Class 1 is that each student participated in small group conferences once a week. In group conferences, each student assumed the responsiblity of explaining to the others in the group what he was doing in his writing. The following are some samples of how conferences began:

> Sherry: "I wrote some poems. Last time I did it about a person, this time I'm doing it about animals. I made some up by myself. The first four or five."
>
> Joanne: "I'm writing something for my nephew Peter. It's an A B C Book. He's only four. And I got up to F, and I need something. I'm having trouble with-- Like I've got down to F, and I need something for G.... I have sort of a pattern going like a song in the book."

These excerpts of conferences demonstrate that students were accepting the responsibility of opening their conferences and explaining their work. The students' comments indicate that they have some consideration of themselves as authors and at least a partial realization of the teacher goals for students to "to be able to discuss a story", "to conduct group discussions" and "to realize that they, too, are authors."

During group conferences the members in the group listened to the person who was sharing his work and then often made comments, asked questions, or offered suggestions. Lori and Michael stated that as group members they tried to give ideas to the student sharing his work. They indicated that they listened to and thought about ideas offered by other group members so that they could blend their ideas with these. Statements such as these suggest that the teacher goal for students "to cooperate" was being met.

While the writer took some responsiblity for moving the conference along by explaining and sharing his work with the group, the other members in the group also assumed some responsibilities for the conducting of the conference. During one group conference Lori asked the following questions of a student who was sharing his work: "Do you have in mind what you're going to do next?" and "Do you need help deciding?" Other student questions asked which helped move conferences along were: "Do you need help with the pictures?", " Can you read your story?", and "Can you tell us what happened?". Such comments reflect the fact that some students were moving towards the teacher goal for students "to be able to conduct group conferences". There also seems to be a cooperative spirit in such comments which would relate to the teacher goal for students "to cooperate".

Student Goals

Student goals related to writing can be divided into the following categories: writing goals, proofreading and revising goals, publishing goals, and conferencing goals.

Writing Goals

There appeared to be three types of student writing goals: ones dealing with ideas, ones dealing with form, and ones which were pragmatic. The majority of the goal statements which the students made revealed that during writing, making decisions about what ideas to use and getting these ideas down were primary concerns. These are a sample of the student goal statements which focused upon ideas:

> Michael: "to decide who's going to talk-- what's going to happen--",
>
> to use "ideas that the group gave", and
>
> "to write about the movie and what was told in the presentation"
>
> Vanessa: "to get the characters already, all set to go to Bennett Centre"
>
> Lori: "to remember the safety rules that were presented"
>
> "to think of what I wrote in case I wrote a question that wasn't in what I had written down. If I read it to my buddy and I asked a question that wasn't in my paragraph, he wouldn't know what it was about."
>
> Daniel: "to think of what I really do on a rainy day"

Chris: "to think of what frogs do on rainy days and where they go"

Connie: to "tell Miss Simmonds what I did on the weekend and remember what I did on the weekend".

Although most of the students' comments revealed that their writing goals focused on getting ideas down, some of the students were also concerned with form. For example, when writing a content area report, Lori stated that she was not only concentrating on writing about different categories of carnivores but that she was concentrating on writing topic sentences for each of the categories. Concern with form was also evident when one student stated that she was trying to do "the tune of the song" and that she was also considering her word choice because she wanted her young nephew to be able to understand the words that she used.

Goal statements such as the following revealed that at times students had pragmatic aims when they were writing:

Vanessa: "to work quickly",

"to get through-- before recess", and

"to do it neatly".

Lori: to "take words from Bloom's Taxonomy and put them somewhere in our sentence--I usually put them at the beginnings."

Daniel: "to get finished"

Nicky: "to get as many questions as possible so we don't run out of questions to ask... in our discussion group".

Proofreading and Revising Goals

Students' proofreading and revising goal statements revealed that students were often concerned with mechanics when they were at the formal proofreading stage of their writing. Lori stated that during proofreading the aim was to: "look for periods and capitals and all that, commas." Three of the students involved in proofreading cited "to find spelling mistakes" as a goal. In contrast, one student indicated that his aim was "to put some names in [his story] because it doesn't sound right."

Publishing Goals

Among the students' goals during publishing were deciding on the format of their work, recopying text and doing illustrations, and avoiding errors. The following are some of the aims that students involved in publishing articulated:

Marsha: "write the whole story and do the pictures"

Several students: "to page the book"

Lori: "trying not to make mistakes on the good copy."

Connie: "covering up" two errors made during publishing.

Conferencing Goals

Students seemed to have two types of aims during conferences: to listen and try to provide ideas to the student being conferenced, and to share and be open to ideas. Among the goal statements which the students made were the following ones by Michael and Lori:

> Michael: to "listen to see if we could give ideas" and
>
> to "give a summary of the first story and another summary of the second story that we're working on"
>
> Lori: "thinking-- thinking-- trying to blend ideas with [another student's ideas]",
>
> to "give... ideas for the next piece of writing",
>
> to "tell the group about some of the patterns...", and
>
> to "pick up what they [the group] were saying for me to do pictures on".

The Relationship Between the Teacher's and Students' Goals

In order to determine the degree of congruence between teacher goals and student goals, I compared the general goals which Ms. Simmonds had identified with the goal statements the students made. Although at times students had pragmatic goals which did not appear to correspond to teacher goals, often the relationship between the teacher goals and the student goals seemed very clear. For instance among the aims students articulated in the categories of "proofreading and revising" and "publishing" were: to "look for periods and capitals and all that... ", "to find spelling mistakes", and to "write the whole story and do the pictures". These seem related to the teacher goals for students to: "demonstrate the ability to proofread a piece for revision purposes" and "publish a book to celebrate writing". The conferencing goals students articulated dealt with giving summaries and explaining some of the unique features of their work, and listening "to see if [they] could give ideas". These seem to relate to the teacher goals for students to: "be able to discuss a story", "support each other", "cooperate", "listen to other's ideas" and "to realize that they, too, are authors". Finally, in their writing goal statements, students indicated that they sought to "think", "decide", and "remember" ideas for their work, and in their conferencing goal statements, they indicated that they sought to "think... and blend their ideas with [other students'ideas]" and "pick up" on the suggestions which were being made by others in the group. These goal statements seem relate to the teacher goal for students to "increase thinking".

Reflections on the Writing Context

In reflecting upon the writing context of Class 1, I have concluded that it had three outstanding features: Ms. Simmonds was able to successfully translate her overall goals into writing and writing-related activities, the students were knowledgeable about the writing process, and the students were able to have their writing efforts positively supported through group conferences. These features had developed over two years. During this time Ms. Simmonds' expectations had been clarified and refined. Ms.

Simmond's experience with workshop activities the previous year when she "fumbled" around seems to have contributed to this year's writing file program because she now had a clear vision of the goals which she wished to attain and could sum these up in eleven objectives. These objectives were closely related to the writing activities which I observed in Class 1. Ms. Simmonds indicated that she often analyzed the writing tasks and writing-related activities which she eventually wanted the students involved in. This suggests that having clarified her expectations, she carefully considered how to move in the direction of implementing writing activities. The result was a writing context with many of the clearly established routines that I observed.

Of the the eleven overall objectives for writing which Ms. Simmonds listed, five were related to conferencing. Consequently, conferencing can be considered to be very critical aspect of Class 1's writing context. Ms. Simmonds' success in translating her goals into an effective practice is refected in the students' knowledge and comfort. They were able to competently describe routines. They also used their time productively not showing confusion or stress when they were involved in writing and writing-related activities.

The Writing Context in Class 2

Class Background

The second class was a grade 4 in Maple Ridge School which is located in a newly developed Edmonton suburb. At the time of the study, Maple Ridge School was less than 10 years old and had a student population just under 400. Class 2 had 24 students in it and the three students focused upon in this study were Peter, Carol and Stacy. Other students in the class were also observed and interviewed when opportunities arose.

Mr. Lambert, the assistant principal of Maple Ridge, had a seven-tenths teaching assignment in Class 2 and was responsible for the Language Arts, Social Studies, Science and Physical Education instruction of the students. When Mr. Lambert assumed his administrative duties, another teacher provided the remainder of the students' instruction. The data collected in this study was gathered during the time that Mr. Lambert was involved in classroom instruction which was on Mondays and the mornings of the other weekdays.

Mr. Lambert had nine years of teaching experience and had completed some graduate work in Elementary Eduation specializing in Language Arts. He had a humanistic orientation which is reflected in the following excerpt from a letter sent home at the beginning of the school year:

> I intend, with your cooperation and the cooperation on Maple Ridge's staff and volunteers to offer our children an opportunity to be

> involved in activities based on the humanistic [loving, caring, sharing] approach to teaching/learning, in order to challenge, motivate, and help our children achieve success in whatever activity they are involved....
> If we give encouragement, provide freedom for exploration, have high but reasonable expectations, use firm and consistent discipline, and show genuine warmth and caring for children, they will have a better chance of growing up to be healthier, well-balanced individuals who will value themselves and others....

Mr. Lambert believed that children should have opportunities to make choices within their learning environment and that as an educator he had a responsiblilty to help students in their learning endeavors. This is reflected in one of the goal statements that he had recorded in his journal. He stated that his aim was to "provide each child an opportunity to be involved in decisions about what they will be doing and as well as making sure that their chosen activity will be successful."

The previous June Mr. Lambert had attended, with one of the Language Arts consultants, the Donald Graves' writing inservice. For two months, prior to Christmas, he and the consultant had worked together once a week in order to begin the implementation of a writing workshop in Class 2. Throughout the school year, Mr. Lambert had presented information about writing workshops at several school board inservices and university lectures.

Mr. Lambert stated that most of the Class 2 students had had previous classroom experiences which were "fairly negative, unsuccessful experiences". He indicated that 85% of them had either repeated a grade or had at some time been involved in a resource room program, where they had received some remedial language arts instruction in a small group setting. Mr. Lambert felt there were at least ten "difficult" students in Class 2 . He described these "difficult" students in the following way:

> They always lose their work. You can never get them to get something home to finish it and bring it back. You can't keep them on task in the classroom because as soon as you leave they're off task again.

Mr. Lambert stated that he was "using the students' writing to show them how sucessful they could be". In implementing a writing workshop in his classroom Mr. Lambert was attempting to realize his vision of a desirable writing context. The following comments provide some insight into some of the frustration which he was experiencing in attempting to use this approach:

> A problem is I'm spending too long in one area [of the classroom]. I've never been able to work that out where I don't spend a lot of time with a group of people. Reading Graves about talking, it says "45 seconds with an individual is just enough to get them going". I've never found that to be enough time. Maybe with children who have a lot of ideas and can verbalize and put it down, that would be enough time. But with people like Billy or Jamie that's not enough time to clarify. And they'll even forget now over night and I'll bet tomorrow morning when they come in they'll miss some of the ideas because they haven't been able to get it down.

According to Mr. Lambert writing routines had changed and evolved as the year went on and that even during my observation period in the class, the routines were still evolving. Mr. Lambert stated: "I'm going through a change now in what I'm doing in the classroom. It's not the same routine. It's not the same thing. We're thinking about different things now." In reflecting upon the establishment of writing context in Class 2, he commented: "This year was a really tremendous year for learning.... It was like playing back and forth. Trying to find something that seemed to work. That's what I've done all year. Next year I know what I would do."

Time Dimensions Surrounding Writing

On the basis of observations and interviews with Mr. Lambert, it became evident that in Class 2 there was an abundance of opportunities for students to become involved in writing and writing-related activities. Among these were:

1. Daily Writing File Activities- These occurred daily between the morning recess and the lunch break for 35 to 45 minutes and involved all the students in the class. The average weekly amount of time devoted to writing file activities during the observation period was 200 minutes.
2. Writing in the Mezzanine- The mezzanine was a large multipurpose room. Class 2 students wrote here for an hour each Monday afternoon at 2:30 and each Friday morning at

9:15.

3. Writing as Part of Some Centre Activities- Centre time occurred for 30 to 45 minutes before the morning recess, Monday through Thursday. Some centre activities involved writing such as responding to comprehension questions in a novel study and describing a favorite T.V. show.

4. Writing Research Reports- This occurred 1/2 hour before the morning recess and for 1/2 hour after the morning recess. A group of four or five students worked with a parent aide for one hour, four times a week, researching a topic and writing a report.

5. Journal Writing Opportunities- Class 2 students had an opportunity to write in their Journals and Reflections scribblers daily after the initial group activity in the morning. At this time students could choose to quietly read a self-selected book or write about personal experiences, thoughts and feelings.

6. Writing to a Penpal- While no specific time was scheduled for writing letters to penpals in another school, students who wished to do so fit this activity in before their centre activities or their writing file work.

The Physical Accommodation of Writing

Writing and writing-related activities for Class 2 occurred primarily in the classroom. Nevertheless two other areas of the school were also utilized for such activities. These two areas were the library which was in close proximity to the classroom, and the mezzanine which was a large area on the second floor of the school. In the classroom, the physical features which accommodated writing were the student's work areas, a group meeting area, areas for displaying writing charts and student work, folders in which students kept their writing, and a computer.

Student Work Areas

The furniture in Class 2 was arranged to facilitate group work and accommodate interaction between students. Students worked at tables and at desks which were clustered into groups. During centre time, centre activity materials were set out in each of the areas.

Group Meeting Area

The students gathered in an area at the front of the room for group discussions and whole group sharing of writing. When this occurred, the students sat on the floor. An overhead projector which Mr. Lambert used when modeling writing stood in close proximity to this area.

Displays of Student Work and Writing Charts

Among the aspects of the classroom which were specifically set up to accommodate the students' finished writing products was a yellow mail box into which students deposited the letters written to penpals and a bulletin board with the caption "Maple Ridge Authors" where the students could display good copies of their writing. A writing chart displayed in Class 2 explained how to format letters and address envelopes. Other charts displayed were: "Room 2 Writing Model", "How Do Authors Begin Stories?", "Ideas to Write About" and "Report Writing".

Writing Folders

While students had scribblers into which they could write their journal or reflections entries, most of the writing which the students did was placed in various types of folders:

1. Pocket Folders for Work in Progress- Students kept pieces which they worked on during writing file time in pocket folders. These were laid on the table at the back of the room at times when they were not in use.
2. Folders for Completed Work- Pieces of writing which the students had worked on in the past, were kept in file folders in a drawer of Mr. Lambert's desk. Mr. Lambert indicated that because many of the students in Class 2 often lost their writing, he watched for work which they completed, in order to photocopy it and to transfer it to the files in his desk drawer.
3. Mezzanine Work Folders- The writing which the students were involved in during their mezzanine periods was kept in files which were distinct from the writing folders used during writing file time.
4. Editing Folders- Mr. Lambert stapled computer printed copies of writing to be published into editing folders. He placed a sheet of comments on the front of the folder which

outlined the refinement and revision expectations which he had for the particular student for that piece of writing.

A Computer

At the back of the room was a computer which students used to type pieces which they were refining and publishing. A schedule was drawn up to allow students 15 minute turns on the computer.

Outside the Classroom

Two areas outside the classroom which were used for writing and writing-related activities were the library and the mezzanine. Because the library was within a few steps of Class 2, some writing activities were easily facilitated by it. Some of the Class 2 students' refined writing pieces were displayed on a library bulletin board. The students doing research projects worked with a parent aide at a table in the library. Also, during centre time some students used the reference material in the library to carry out assignments.

The mezzanine was a large carpeted multipurpose room in which the students worked at tables. During my observation period, students moved to the mezzanine on several occasions for writing activities. There writing supplies and paints were among the materials which were provided for student use.

A map which shows the physical environment for writing in Class 2 is included on the following page.

Figure 2: Map of Class 2

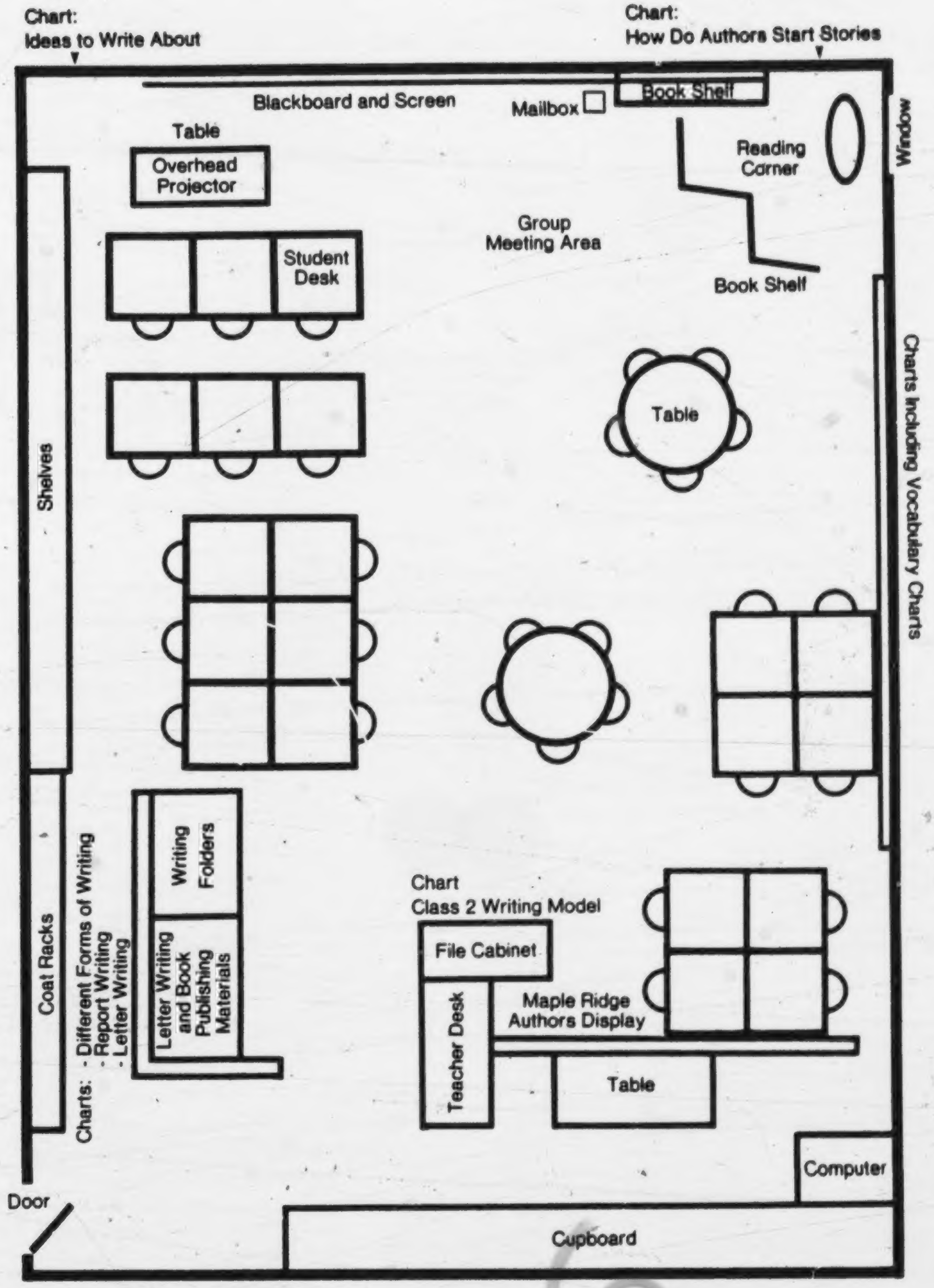


Chart:
Ideas to Write About
Chart:
How Do Authors Start Stories
Blackboard and Screen
Mailbox
Book Shelf
Window
Table
Overhead Projector
Reading Corner
Group Meeting Area
Student Desk
Book Shelf
Shelves
Table
Charts Including Vocabulary Charts
Coat Racks
Charts: - Different Forms of Writing
- Report Writing
- Letter Writing
Writing Folders
Letter Writing and Book Publishing Materials
Chart
Class 2 Writing Model
File Cabinet
Teacher Desk
Maple Ridge Authors Display
Table
Computer
Door
Cupboard

6

Writing and Writing-related Tasks Engaged in by Participants

The students of Class 2 had many opportunties to engage in writing and writing-related activities. The writing activities in Class 2 could be divided into a number of categories, as outlined in the discussion about the time dimensions. The following are descriptions of the writing and writing-related activities observed in each of these areas.

Writing File Activities

While writing was an integral part of many activities which took place in Class 2, the most important framework for writing in this classroom was the writing file activities which occurred daily for between 30 and 45 minutes. At this time students were involved in a writing workshop in which they wrote on topics of their choice.

Interviews with Mr. Lambert provided information about his expectations for the flow of writing file events. He stated that the students would first choose a topic to write about and write an intial copy of a piece. He viewed writing the initial draft as a step in which "getting the ideas and getting the flow" was the main concern. He felt that it was necessary for students to work quickly in order to get down their ideas without "concerning themselves with mechanics".

Mr. Lambert felt that it was desirable for students to revise one initial draft out of very four or five that they wrote. If students chose to revise a piece they were required to recopy it. He explained his rationale for having the students recopy their work in these words:

> They go and put it [their piece of writing] into better handwriting because in the rough copy, my feeling is it's done quickly and therefore when they do it again I've found that they'll take some of the mistakes they made in the rough copy and correct it in the good copy because they've slowed down now.

Once the recopying was complete, the student would type the piece of writing into a computer. Mr. Lambert indicated that if the piece was lengthy, he helped with some of the typing: "I will help. But when I put it in I put it in exactly the way it is from their copy."

Mr. Lambert's expectations for refining of work is revealed in the following statement:

> ...Then we pull a print off and I make it into big print and double space it. I'll attach a sheet of paper and I'll say, "Go and look at these." And then they'll go back and do the circling, the underlining, the periods and that sort of stuff. And then they'll go back into the computer and add in their adjustments, their changes....
>
> The four main areas are just to circle spelling errors that they think there are, potential spelling problems. They use a little box where they think a period should go to separate the sentences, they underline any part that they feel is weak or needs more information and, if they're ready, we're working on some paragraph work and that's quotations for example.

While only two books had been formally "published" in Class 2, Mr. Lambert saw publishing as an essential part of the writing process. He stated that the following would ideally occur:

> I would even play the role of the publisher. Once they've got their piece to the point where they say "This is it" then I would go in and fix up any problems that I see and that's the copy I go with. I guess one of the things that I wanted to do is take it a step further so they can compare what they've done to what I've done. I won't try to make it a different meaning and if it isn't together properly I'll change it and put it together properly. This is a tremendous amount of time on the teacher's part.

When the students were working on their initial drafts, Mr. Lambert discussed their work with them in a conference. He indicated that his purpose in conferencing was "to get them started [writing]." He stated: "I'd ask them what they're doing and what they're thinking of and then if they said 'nothing' then I have to put down ideas until they come up with something." He indicated that he wanted students to think about what they were doing "so that there's a purpose for the things happening in their stories".

Mr. Lambert considered the sharing of writing as an integral part of the writing process and worked to ensure that students had opportunities to "speak about their writing" throughout the writing process. According to him:

> Even just the sharing of their part of the story can give the other person an idea or two. Maybe it sparks something and away they go off on their own. And it sort of helps keep them writing, keep ideas flowing.

There was some discrepency between Mr. Lambert's expectations for writing file events and the events themselves. While he felt that students should do a good copy of one piece out of every four or five initial drafts written, they did not always do so. He stated:

> If I would have continued the process then everybody would have, at this point in time, or idealistically would have had, at least five or six good copies of the work that they've done this year. But because I've not been consistent, that's not the case. Some people have more than others. The minimum would be at least five. But that's not true. The minimum is one.

Likewise, there were only two formally "published" books in the classroom. Mr. Lambert stated:

> A lot of the children haven't published really anything because in some cases they're just not pleased with what they've done and they don't want to publish it. Those two books in the classroom of Peter's and Chris's, that we bound nicely, it's all done in the computer. That's sort of publishing to me. A lot of them have written down their stuff, put a cover on, drawn a picture, stapled it together. And yet that's publishing as well. But to me it's not publishing. My publishing goes, I guess one step further.

Writing file time was a time in Class 2 when Mr. Lambert was extremely busy attempting to promote the students' writing in a variety of ways. Generally during the writing periods I observed that the students engaged in writing on topics of their own choice, shared ideas and written work with each other, and had conferences with Mr. Lambert. But each of my days in Class 2, I was exposed to writing and writing-related activities which I had not observed previously. I also saw students involved in writing good copies of work, entering work into a computer, and proofreading work.

Writing on topics of own choice. Most of the children in the class wrote or refined pieces during writing file periods, yet there were generally three or four students who had difficulty getting to the task. Mr. Lambert spent a great deal of time with these children in order to get them to begin writing. He stated:

> The unfortunate thing with some of these children is that they talk and never write, like this table. I'm frustrated because some of the other children in the room are doing some neat writing but I'm always here, instead of going around to some of them that are really doing some neat writing. That's frustrating, really frustrating.

I observed that the majority of students were involved in writing initial drafts of pieces during writing file time rather than in the refinement of pieces previously written. Among the titles of some of the student stories were "The Pink Panther Club", "The Never-ending Hole", "The Brats Return", "The Cool Girls Club", "The Gangsters Meet the Suckers", "The Four Dogs Travel the World", "Teacher's Pet", and "The Warriors". Some students were also involved in creating cartoons about super vegetable beings.

Sharing ideas and writing. Sharing of ideas and written work was a common occurance. The sharing of writing took a number of different forms: (a) between students in one-on-one situations, (b) between students in a large group situation when several students demonstrated how work was to be shared in small group sessions, and (c) between Mr. Lambert and the students when he shared work that he had written.

When students were to share their ideas or work with each other in one-on-one situations, Mr. Lambert's suggestions were similar to the following ones:

> When you're talking to your partner, tell your partner what you're trying to do today in your story. If by chance you're starting off a new one you can tell your partner two things: how your story is going to start and how its going to end. If you're on one you need to tell your partner what you're going to do.
>
> When you're talking about the piece of writing, try and ask the person if it's realistic.

Generally Mr. Lambert asked students to share portions of their work rather than entire pieces. While some students shared portions of work as requested, others wanted to share whole works and did. Some students "sat out" the sharing time or used the time for continuing their writing. When students shared work with each other, the listeners often did not question the writer about his piece as they were requested to do.

Because Mr. Lambert believed that students needed to share in contexts other than one-on-one situations, he felt that they should learn to share in a small group setting. He stated:

> If they're in the classroom and they get to a point where they want to share then they could maybe go to an area with a group of children and everyone would know the routine so they could sit down and share that. And those two or three or four students could give back questions and that would help that person continue on in writing instead of having that person come up and say,

"Teacher, teacher, I need your help now."

Mr. Lambert attempted to model how writing could be shared in a small group situation. In order to do this he had four people cluster together in a small group on the floor. The rest of the class sat facing these students, observing the interaction between the members of the group. Each student in the small group had an opportunity to share his/her story. When a student read his piece, the members in the small group had an opportunity to question him about his intentions for the piece and to ask for clarification of points which did not make sense to them. After the members of the small group asked questions about the writing, the members of the large group were also allowed to ask for clarification of unclear points. When one of the students, Sandy, shared a piece in a group session, the following interaction took place:

> Peter: Where did they find the magic box?
> Sandy: In a hole.
> Ricky: Did they just touch it and they disappeared?
> Sandy: Yeah because it was a magic box.
> Ricky: Well how come when they picked it up and carried it to Deana's house, how come they didn't disappear when they picked it up?
> Sandy: It's a magician's box and he said a trick and it had disappeared. They didn't know where it went. It went into a hole.
> Ricky: Who's the magician?
> Sandy: Billy.
> Mr. Lambert: This is a point in time that Ricky can take and say "Well maybe they could have done this. Maybe this could have happened." This is where you can help with a suggestion that could solve that problem.
> Ricky: Maybe there's a place on the box.

> Sandy: Yeah there's a space on the box that, say every five hours, turns and says, "What's the secret code" and that's when Patti touched it.
> Justin: When did Billy lose the box? Some days ago? A year?
> Sandy: The same day, that same day.
> Justin: If it was years, you could say that the place were he lost it was-- the circus used to be where Deana's house used to be so they come back to that spot and they touched it and would disappear. If they went to Deana's house and touched it, it would disappear.

Mr. Lambert admitted that this year the Class 2 students would not become proficient at sharing their ideas in the small group context. He stated:

> I thought I'd try this; try to get it going so that next year I would start out like that and get that routine set up so that it would be part of the writing process.

Mr. Lambert stated that he shared his own writing with students in order to show them that writing wasn't easy for him and that "everybody goes through the same things, the same probems as they do." When sharing his writing, Mr. Lambert summarized the plot of his story, read the piece, and explained what he was attempting to do. This can be seen in the following excerpt:

> Now I'm at a place where I met Tim and we continued on our journey together. We're going over the hills. Well this is where I can shift in time. [He points to the overhead.] Now right here I'm going into my mind. I've got here: "I met Tim at the right time and we continued on our journey." Right there I'm going into my mind and this whole bit of time. [Mr. Lambert reads] "I really liked Tim and he was a real friend. Not just a fly by night friend but a real friend. I felt very fortunate. I had people I played with before and often had a desire to play with certain

> people that everyone thought were neat because they were well liked...." [Mr. Lambert reads on.] If you notice as I've been going along, right here I have a problem. I didn't know how to continue on from here and I was scribbling. I put "usually" and scribbled it out. So it doesn't hurt to scribble out when you're doing it. O.K. Are there any questions about this piece of writing that you would like to find some information about?

Conferencing. During writing file time, Mr. Lambert generally circulated around the classroom conferencing students in order to "get them writing and keep them going". At times conferencing in Class 2 was not an easy task. The following excerpts exemplify the type of interaction which took place between Mr. Lambert and students during one-on-one conferences:

(Excerpt A from Terry's Conference)

Mr. Lambert: Terry, what are you going to do?
Terry: I don't know.
Mr. Lambert: What's your story about so far?
Terry: Baseball. Well there's an advertisement, talking and they think it's going to be boring. It's a boring game, you know the teams are bad and there's no crowd. They know it's going to be so boring so who wants to go?
Mr. Lambert: Then why are you writing this story?
Terry: I don't know.
Mr. Lambert: Who for?
Terry: Me, I guess.
Mr. Lambert: For yourself? Well how is it going to end?
Terry: There's going to be a score and these guys are going to be talking. "I told you it was going to be a boring game and stuff like that."

(Excerpt B from Terry's Conference)

Mr. Lambert: What is it about this game that is going to make it so boring? How does

everyone know it's going to be boring before it even starts?
Terry: Cuz there are two bad teams.
Mr. Lambert: Are they in a league together or what?
Terry: Like there's a championship and they had to come to a different people, to a different town. Okay. Cuz it's not their own team, cuz their team was knocked out of the championship so why would they want to watch it.
Mr. Lambert: So they're not in the championship.
Terry: There's a chocolate chip cookie that's the grand prize.
Mr. Lambert: Do you think anyone would play for a chocolate chip cookie?
Terry: I would.
Mr. Lambert: Would you?

(Excerpt C from Bobby's Conference)

[Bobby reads as much of his story as he has written to Mr. Lambert.]
Mr. Lambert: Why was Super Blopper flying here? Why was he flying through space?
Bobby: I don't know he always flies through space.
Mr. Lambert: Why?
Bobby: I don't know.
Mr. Lambert: What's his purpose for being up there? Was he looking for anything?
Bobby: He's trying to get a better suntan.
Mr. Lambert: A better suntan. O.K. let's look at that though, Bobby, he's flying through space and all of a sudden a missile is hovering in the air and it's heading towards the satellite. O.K. So you're saying he's always flying. What gave him that quality? Where did we start out from?
Bobby: Don't ask me.
[Conference continues.]

Writing a good copy. I only observed one student doing a good copy of a piece of writing file work. This was one of the focus students, Carol. When I asked her to explain what she was doing she stated:

> I'm doing a good copy of the other story that I'm doing. I'm making changes on words that don't make sense and are sort of confusing.

Entering work into a computer. Students were scheduled to use the computer for 15 minute intervals throughout the day. During their computer times, they were to enter pieces which they wished to publish. Patti, a student who was entering her first story into the computer, indicated that she was concerned with "searching for letters" as she attempted to perform this task. On the other hand Chris, who was entering his fifth story into the computer, stated: "I'm just typing. I read five or six words and then put them down and then I read another five or six words and put them down." Chris indicated that at times Mr. Lambert put part of the story into the computer for him. He stated that when he got a computer printout of his story, he reviewed his work, "editing and stuff" after which time he put his work in story form. Chris described putting a piece of writing into story form in the following manner:

> [Mr. Lambert takes] two pieces of thick paper just about like cardboard and then he uses things like on the textbooks which holds them together and then he puts all the pages and we write the title and the picture.

Proofreading. There were two different writing file activities which were related to proofreading and editing: students individually read through and changed some aspects of their printed copies, and students met with Mr. Lambert in a small group for an editing conference in which he explained expectations for proofreading and revising. I observed Stacy and another student as they edited their printed copies. Stacy stated that she was correcting mistakes in her work by "looking for spelling mistakes and trying to see if it made sense". The second student read through his work, circling words which he thought were misspelled and changing the spellings of some of these words.

Once during the observation period Mr. Lambert called a a group of five students together while the rest of the students in the class were involved in writing. At this time he handed them files containing printed copies of pieces written earlier. Mr. Lambert drew the students' attention to the green comment sheet which he had attached to the front of the file folder and asked the students to read over these comments. He then asked them to read over their stories in order to see if they could pick out anything that he mentioned on the sheet. Mr. Lambert conferenced each of the students who were in the group. The following conversation between him and one of the students exemplifies the type of interaction which took place:

> Mr. Lambert: I have made some comments on the green sheet. There. Now what you need to do is take those comments, go into your story, read your story over to see if you can pick out some of those things that I have mentioned. Now Carol's is the Pink Panther Club and I said, "Check for meaning and underline any place where you need more detail so the reader can understand better

what you mean. Circle any spelling
problems." This goes for all of you, I said,
"read over".
[Mr. Lambert reads a section of Carol's story
without making any pauses.]
Carol: [interjects] It doesn't make sense.
Mr. Lambert: There need to be some periods or
commas, because you see what happens if there
are no periods or commas. We don't know if
to stop, pause or anything. Like look at
this: "One day, Peter phoned Justin to see
if Justin could sleep over" What would you
do then?
Carol: Period.
Mr. Lambert: Yeah. Then you'd drop that and say:
"Justin said, 'Sure, I can come over'."
Quotations right? [continues to read]
"Justin said, 'Sure, I can come over tomorrow
and sleep over'." Now it says "Peter seen a
whole bunch of girls walking down the street"
How did it go from the telephone to the
street? Or was this the next day?
Carol: It was the next day.
Mr. Lambert: Okay. Then it's got to be a period.
Come down to a new paragraph and we say, "The
next day Justin and Peter were walking down
the street and saw a whole bunch--" You have
to tell where they were.
Carol: Okay, I'll change it.

Writing in the Mezzanine

During my time in Maple Ridge, I observed two mezzanine writing periods. During these writing periods, the Class 2 students shared the mezzanine area with a class of grade 1 students. Large rectangular tables were set up in this area and most Class 2 students and the grade 1 students they had been paired with, sat at these. Mr. Lambert viewed the mezzanine writing time as an opportunity for students to "share ideas and do a lot of talking and drawing." He believed that writing in the mezzanine area could put the grade 1 students in a postion where they could receive writing assistance from the Class 2 students and put the Class 2 students in a postion where they could be "looked up to-- to be able to help someone else and see that [they are] doing a good job."

Although it was not initially evident to me, Mr. Lambert wanted the Class 2 students to use the mezzanine time to create illustrated story books about 30 by 50 centimetres in size. At the end of the first mezzanine period and in a library period before the second mezzanine period, Mr. Lambert explained how students could match up text with illustrations when they were creating such books. During my observation time, however, only two students were actually creating such books. The most evident mezzanine activities were the following: students working on writing projects such as stories, cartoons and greeting cards; students talking and sharing their work with each other; and Mr. Lambert conferencing students about their writing.

Because the students were allowed to write on topics of their own choice during the mezzanine period, much of the mezzanine writing seemed very similar to that writing which occurred during writing file time in the classroom. An important difference seemed to be in the fact that in some instances the presence of younger students required that Class 2 students take on roles which they may not have otherwise done. In one instance a grade 1 student dictated a story, while a focus student, Stacy, scribed it. Later they painted the story illustrations together. In other instances, Class 2 students engaged in "parallel writing" with their grade 1 partners. In this situation the Class 2 and the grade one students wrote independently of each other but throughout their writing stopped to share their work with each other. Stacy also engaged in this activity during a mezzanine period. She and her grade one partner described their activity in the following words:

> Stacy: After she [Amy] writes a little bit, she reads it to me.
> Amy: She reads her stories to me too.

The presence of grade one students did not always affect the activities of the Class 2 students. Some of the Class 2 students wrote independently of their grade 1 partners. Among the students who worked independently of their grade 1 partners for at least part of the time were two of the focus students, Peter and Carol. However, both of these students used the mezzanine setting to engage in collaborative writing with other Class 2 students. Peter's partner, Justin shared the following information about the process which they were involved in: "I'm giving him the stuff to write because he's a better writer. He writes neater and like faster. He spells more properly than me. And plus he's a faster writer. The ideas are both of ours." The following is an example of the interaction which took place between Peter and Justin:

> Peter: [talks as he writes] When he got there---

> Justin: The ball was going towards me about twenty miles per hour--- He shoots hard.
> Peter: No kidding-- [as he begins to write] Twenty miles an hour---
> Justin: Thirteen, twenty.
> Peter: [as he writes] Thirty miles an hour.

The talk which occurred between students in the mezannine seemed to help them generate and refine ideas for writing projects. One instance of talk leading to idea generation occurred when one student decided to make a Mother's Day card. Some of the other students sitting around her asked her what she was doing and decided that they would also use at least part of the mezzanine period to create Mother's Day cards. Another instance of talk leading to idea generation occurred when a group of six Class 2 students brainstormed for names of food characters to put into cartoons. Once the list was complete the boys who had engaged in this activity divided these characters up between them and began creating cartoons.

Mr. Lambert engaged some Class 2 students in one-on-one writing conferences like those which occurred in the classroom during writing file time. This is reflected in the following excerpt of a conference which involved Mr. Lambert and Peter:

> [Mr. Lambert was asking how Peter could start his story.]
> Mr. Lambert: ...You were thinking about some excitment so an idea came to your head. What was your idea?
> Peter: Play hockey. Someone to play hockey with.
> Mr. Lambert: O.K. So who is that?
> Peter: Justin.

Mr. Lambert: So what have you decided to do then?
Peter: Phone him.
Mr. Lambert: What are you going to ask him?
Peter: If he wants to come over and if he wants to play hockey.

Even though work completed during mezzanine periods was kept in writing files which were separate from writing file folders, the writing activities which took place in this context were similar to those which occurred in the classroom writing file time. Some of the students did not see a distinction between the two types of activities and asked if they could continue work begun in the mezzanine, during classroom writing file time.

Journal and Reflections Writing

In Class 2 opportunities for students to document personal experiences and thoughts existed in a block of time referred to as Reading/ Journal/ Reflections time. During this time students had the option of quietly reading books of their choice, writing about personal experiences in their journals, or writing about their thoughts and feelings in their reflections scribblers. Most students read and only two chose to write during this time. Both these students made entries into their journals. Of these two students, one was the focus student, Carol, who wrote in her journal on two of the occasions.

Centre Activity Writing

Writing assignments were part of many Centre Activities. Some of the writing assignments required specific types of writing and thus extended the writing experiences of Class 2 students. For example, one of the centre activities which involved writing was a novel study. The novel study activity required that students read the book Louis Braille chapter by chapter. As students completed reading each chapter they wrote out answers to comprehension questions in booklets. One of the students explained the process in this way:

> We were reading a chapter and then having questions. Then you keep reading. Like you read a chapter and answer the questions. And at the last one, chapters eight, nine and ten, you read all those chapters and answer the last questions.

Other centre writing assignments required students to record information about pioneers in the field of aerodynamics, describe a favorite television program, and create an alphabet book. While the topics which the students were expected to write about were assigned, at least in the instance of the favorite T.V. show activity, the process for writing which was expected of the students appeared similar to that in writing file time. The following excerpt between Mr. Lambert and one of the students reveals that he sometimes engaged in conferencing during centre time:

> Mr. Lambert: So we really want to know what you like about the show. Not just "My favorite T. V. show is the A Team. What is it about the character? What is it about the action? What do they do?
> Terry: They make things.
> Mr. Lambert: They make things. Talk about it. Describe the things. If that's the part that you really like, talk about it. Tell the

> reader why you like it. What sort of things do they make? How do they make things?

Besides "writing", Mr. Lambert also expected "refining" and "publishing" to be part of T. V. writing assignment. This is revealed in the following excerpt from an interview with Mr. Lambert: "Once they have the written rough copy in their note book, then we'll take it and go through it and edit it and then they'll scribe it into the book."

Report Writing

Report writing provided Class 2 students with an opportunity to become involved in non-fiction writing. A parent aide, Mrs. Stevens, worked with 4 students assisting them as they researched and wrote up research reports about some aspects of aerodynamics. Although Mr. Lambert indicated that students researched topics of their own choice with Mrs. Stevens, it appeared in this case that the student choice was limited to determining what aspects of aerodynamics they would like to research.

Mrs. Stevens, helped students research their topics and organize their information. Discussion with Mrs. Stevens and two of the students revealed that the students first formulated research questions about their topics. One of the students indicated that he had used headings in the encyclopedia to help him decide what his research questions would be. Once the students had formulated their questions, they tried to find answers to their questions. The students' primary source of information was the encyclopedias. Mrs. Stevens was observed reading information to one student and then discussing the meaning of this information with her. When recording answers to their research questions, the students first put them down in point form. They then put these points into sentences with the sentences for each section being put into one paragraph. Once the students had written drafts of their information, they wrote out good copies of their reports. I observed Mrs. Stevens discussing conventions which were needed in a good copy with one of the students. She told him that names of planes needed to be capitalized and showed him how to form a letter "G" in cursive writing.

Mr. Lambert stated that once the reports were completed they would be presented orally in the mezzanine area:

> They will present it to the class. And the class, we will divide up into small groups so that the four of them are presenting [to a small number of people] at one time. And they present to that group and the small group ask questions of their report. The groups would set up their stations in the mezzanine and the people would move around.

In doing reports the students chose topics, wrote initial drafts, made revisions, did good drafts, discussed their work, and shared their pieces. Consequently this writing process seems similar to the one they engaged in during writing file time.

Writing to Penpals

Although no period of time was specifically set aside to accommodate letter writing to penpals in another school, I observed a number of students engaging in this activity. Mr. Lambert indicated that he sent about five or six letters each week. Chris, one of the students who wrote to his penpal, wrote his letter just prior to beginning his centre activity. The following excerpt of my conversation with him provides some insight into the activity:

> Chris: I'm doing a fast letter to my penpal.
> Researcher: Who is your penpal?
> Chris: Roy Foster from Ashwood School.
> Researcher: How long have you been writing Roy?
> Chris: About five months.
> Researcher: Do you get many letters from Roy?
> Chris: Yep.
> Researcher: When you finish this letter what are you going to do with it?
> Chris: Put it in an envelope and put it in the mail box. Just put "Roy Foster, care of Ms. Brown, Ashwood School" and then the return address here.

Writing Prior to the Observation Period

In our interviews Mr. Lambert reflected upon the writing which he and the students in Class 2 had been involved in prior to my observation period. While Mr. Lambert had daily writing at the beginning of the school year, there were times in the year when this had lapsed. The most recent lapse was for six weeks just prior to my observation period. Mr. Lambert believed that the interruption of the daily writing had a detrimental effect on the students' writing and was "just like taking the wood off the fire". He reflected:

> If you take them [students] out of the writing and if they're not writing every day then they're going to regress just like we did. Getting them back is really difficult. So I would see writing as a mainstay of everyday.

Mr. Lambert believed that the type of talking that had occurred earlier in the year was important to the writing process. He was attempting to reestablish and balance some "talking and writing routines" when I was in Class 2. During our interviews he stated:

> We had a lot of talking at the beginning of the year to get them going. We mainly had small group sessions and I would go around. The kids would really talk about their topics and then they'd go and write. And that's what I'm trying to get back into now. And then they'd go back and share it. They could sit down on a one-on-one basis with another person and read the complete piece to them and have that person question them and talk. It's trying to get that balance. Sometimes I had the writing go a little too long and the sharing would suffer or the talking would suffer. And it's trying to get the balance and I haven't been successful yet.

Part of the past writing activities which Mr. Lambert had involved Class 2 students in was the analysis of the structure of stories and writing patterned stories. While Mr. Lambert seemed to believe that there was some merit to such activities, he did not feel that such activities had been very successful in his class:

> We went through and analyzed Treehorn by picking out the characters, the problem, and then we went ahead and decided to do our own. We brainstormed different types of possible

> characters and possible problems and possible solutions... They wrote the story on their own. But even that I didn't find as successful as their own. But they didn't really get off on it....
>
> We did a lot of separate ones like: "I was invited to a birthday party but too bad it was in New York", things like that. We had the whole class do it but it wasn't successful. There were a couple who did it but the majority weren't interested, they weren't going with it.

In his reflections, Mr. Lambert stated that he believed that good organization of time was essential to a positive writing context. He felt that this could be improved on in Class 2 and commented: "There are so many things that are so important and I miss parts of it each day-- I think it's just organizing the time."

Mr. Lambert also believed that thinking through and planning for certain aspects of writing (ie. poetry, personal narratives), were essential to a positive writing context. He stated, "This year I just started out with getting them [the students] to write and it just sort of progressed from there and I didn't really spin off into a lot of areas that I should have." He reflected that he should have done "... more planning and thinking of when certain things should be coming in." Mr. Lambert also felt that as the result of his experience with writing this year, in the future, writing routines in his classroom would be more firmly established.

Roles Played by Participants

Teacher Roles

Mr. Lambert's overall role in the writing context was that of a facilitator. He stated that he worked with students to "get the fluency going" and that he strived to do this by modeling desired behavior, conferencing, and providing opportunities for students to share their stories and ideas. During the observation period it was evident that among the specific roles which Mr. Lambert assumed were those of a program developer, a monitor, an instructor, an audience, a model, an editor and a learner.

As program developer, Mr. Lambert determined the types of writing and writing-related activities which would take place, the sequence of these activities, and the amount of time which would be provided for them. Specifically, students were involved in daily writing workshop activities in class and in biweekly writing activities in the mezzanine. They had opportunities to write reports under the direction of a parent aide, make entries in their journals or reflections books, and write letters to penpals. They also had chances to be involved in writing at centers. Mr. Lambert decided what physical resources would be available to students when he provided writing opportunities for them. Among the physical resources utilized for writing in Class 2 were writing folders, journal and reflections scribblers, charts, a computer, and center activity cards.

Mr. Lambert's role of a monitor was an important one in Class 2. In this role, Mr. Lambert observed whether students were involved in the expected activities. If not, he attempted to provide direction. For example, one day during writing file time Mr. Lambert instructed students to "tell their partners what they were going to do in their writing" and then circulated around the classroom. He later informed me that he was circulating because he "wanted to make sure that they were talking about their piece of writing and they had shared what they wanted to do." On another occasion when he was monitoring activities during center time, Mr. Lambert clarified the expectations of the T.V. writing assignment for a student.

Mr. Lambert assumed the role of an instructor in large group sessions as well when opportunities arose during one-on-one conferences and in small group sharing and editing sessions. In this role, he attempted to expand the students' knowledge of writing. The following instructions were those Mr. Lambert gave his class when he assumed the role of an instructor in a large group session in the mezzanine:

> The idea is to take and write across the bottom here, the part of your story that matches the illustration that you're painting. It matches what you're talking about down here. So with your pencil draw the pictures carefully first. Thinking about it. Thinking about the setting, where the picture is going to be. Draw it in and draw those people and things in. Then go ahead and paint very carefully.

Conferencing generally took place between Mr. Lambert and an individual student or in a small group settings. Mr. Lambert assumed both the roles of an instructor and an audience when he conferenced students. In these instances, he listened to students share their compositions or writing ideas. He then responded by questioning them about their intentions and providing them with some direction for their pieces. The type of direction he provided for students is evident in the following conference:

> (Jamie has read as much as he has written on his story "A Human Time Bomb" and he and Mr. Lambert are discussing his work.)
> Mr. Lambert: It was a robot? Who made it?
> Jamie: Dr. Jeckel.
> Mr. Lambert: How did he make it? Why did he make it?
> Jamie: He made it to-- Somebody broke into his computer and made it do crime.
> Mr. Lambert: How are you going to put that into your story?
> Jamie: It all started when the--
> Mr. Lambert: There's one way that you could use time. You can start out like this: You can go back and say "It was not always this way. It all started out years ago when Dr. Jeckel-- You could do that. How is this going to end?
> Jamie: When Dr. Jeckel comes back to life and he time bombs the secret hideout and he broke into a computer box and changes everything and then the time bomb stops.
> Mr. Lambert: What do you mean Dr. Jeckel comes back to life?
> Jamie: He got killed by a time bomb.
> Mr. Lambert: How does he come back to life? Is that very realistic? Do people do that very often?
> Jamie: No.
> Mr. Lambert: What could have happened instead of being killed?
> Jamie: He got buried by the time bomb and he

finally got out.

When Mr. Lambert responded to students' work in one-on-one conferences and in the small sharing groups, he assumed the role of a model. He stated that he hoped that the students would learn to respond to and question each other's work through hearing him respond to and question their work. Mr. Lambert's role of a model was not confined to conferencing situations and small group sharing sessions but extended to situations in which he modeled being a writer. He wrote stories on an overhead and explained his intentions to the students. On one occasion Mr. Lambert made the following comment when discussing his writing with the class: "I didn't know how to continue on from here and I was scribbling. I put 'usually' and scribbled it out. It doesn't hurt to scribble out when you're doing that."

Yet another role which Mr. Lambert assumed was one of an editor. In this role, Mr. Lambert fostered the refinement of the work which the students intended to publish. As stated earlier, Mr. Lambert read through computer printouts of the pieces noting the editing changes that he expected. In the context of one-on-one conferences or group conferences, Mr. Lambert shared editing information and instructions with students. Once the students made the changes they were capable of making, Mr. Lambert would correct any errors which still remained before "running off" the final copy of the piece. The following interaction between Mr. Lambert and Deana which took place during a small group session provides an example of Mr. Lambert assuming both editing and conferencing roles.

> Mr. Lambert: ...All you have to do is take here: "He then drove Jane to a big house." Now what you do when you insert-- There's one way you can do it, put a number one and go out here, because this is your first insert-- then go-- on the back of the page and then say: "He drove Jane to a big house stopped the car parked the car and took Jane upstairs to--"
> Deana: I'll have to change the whole story.
> Mr. Lambert: No, you won't have to. So "He parked the car and took Jane upstairs and into the room" period. Now all we have to do when we go to edit it, is go there with the cursor and type that in and it moves all the stuff down, all the other print down.

Many of Mr. Lambert's reflections revealed that as he was striving to enable students to write, Mr. Lambert assumed the role of the learner. One of the many statements that provide evidence of this role is the following:

> Author's Chair... I'm throwing it out now because it doesn't work just once a week and I'm going to where they share the most important part of their story. And then on Wednesday, if someone has a completed piece of work, they can share.
> It was like playing back and forth. Trying to find something that seemed to work. That's what I've done all year. Next year I know what to do.

Students' Roles

Among the roles which students assumed were those of writers, audiences, collaborators, proofreaders, publishers, and learners. The students of Class 2 assumed the roles of writers when they composed pieces on topics of their own choice during writing file time and during mezzanine time, wrote letters to penpals and made entries in their journals, wrote reports, and completed center activities.

Students had the opportunity to assume an audience role and receive writing when they shared their work in one-on-one situations as well as in larger groups. In the role of the audience, students listened to and sometimes responded to the work of their peers and teacher. A question which Class 2 students asked each other frequently when listening to each other's writing or ideas for writing was "How is your story going to end?"

There were several instances of students assuming the roles of collaborators in Class 2. On one occasion a group of boys participated in a brainstorming session during which they thought of names of vegetable characters that they could incorporate into cartoons. When these boys began to create their cartoons, they worked at the same table and shared their work with each other as they were involved in the process. In other instances, pairs of students chose to work with each other. On occasions, all of the focus students were involved in collaborative compositions with classmates. Stacy and Carol decribed the collaboration in which they were involved with the following words:

> Stacy: I'm helping Renee with her story and she was helping me with mine-- giving her ideas and she gave me ideas. Like the bad king and queen join the other side so they capture the bad guys.

> Carol: I was writing my story about the "Never Ending Hole" It's about me and Angela. We fell into a big hole. Like it never ends. I'm writing it with Angela. We already got chapter 2 done and chapter 1. I write every story. Angela only does the illustrations.

Mezzanine work facilitated collaboration between some of the grade 1 and grade 4 students even though collaboration between assigned partners did not always take place. Examples of collaboration in the mezzanine occurred between Stacy and her grade one partner Amy. On one occasion they scribed their own stories and shared these with each other as they wrote. On another occasion, Stacy scribed a story that Amy dictated and they later painted illustrations for the story together.

There were several instances of students assuming roles of editors and publishers in Class 2. In order to refine their work the students in this class were to enter their work onto a computer disk. Once the work was on the disk, a print out of the writing was to be run. I observed a few students entering their work into the computer. I also observed some students reading through printed copies of their writing in order to make the corrections that Mr. Lambert had specified.

In the process of being involved in different aspects of the writing process, Class 2 students assumed the overall role of learners. Students were learning that writing involved committing their ideas to paper and that talking with each other could help them decide what they could write. They were learning to share their work with each other and to question each other's writing. They were also learning to refine work which they wished to be published.

Teacher Goals

In a journal entry Mr. Lambert summed up his goals for the writing:

> To provide each child with a situation whereby they will gain fluency in writing, in that they will feel comfortable in putting their thoughts/ideas down on paper and feel good about sharing this information to the class.

This goal can be considered to be Mr. Lambert's general goal for writing in Class 2. In conversations with me, Mr. Lambert articulated more specifically how he aimed to achieve this overall writing goal. He identified specific goals which could be classified into the following categories: modeling, sharing, conferencing, proofreading and revising, and publishing. Listed below are some of the goals which he identified in each of these categories.

Modeling Goals

Through modeling Mr. Lambert aimed to demonstrate to the students that when writing "everyone goes through the same things and problems as they do." He stated that he wished to:

> "show that writing is hard for all people and that we all need to revise/edit our work, to show that it is O.K. to cross out, add, delete words/phrases/paragraphs", and

> "let children know that sometimes I am not happy with what I write."

Mr. Lambert's modeling goals were not confined to the writing itself but extended to include talking about writing. When modeling "talking about writing", one of his goals was to model questions to ask about written work.

Conferencing Goals

The conferencing goals which Mr. Lambert articulated related to ensuring that students would experience success in the process of writing. Among the conferencing goals which Mr. Lambert mentioned were the following:

> "to help students clarify their ideas or organize their thoughts",
>
> "to get children started/keep them going [in writing]",
>
> "to ask them 'What is your ending?' so they know where they are going with their story",
>
> "try to get students to be a little more realistic in their writing... [so it makes sense]", and
>
> "for them [the students] to think about what they're doing so that there's a purpose".

Goals Related to the Sharing of Writing

Mr. Lambert believed that sharing writing gave purpose to the activity and was an essential part of the writing process and stated: "When they're writing there needs to be a reason for writing and one of the reasons is to share your information with other people that are important to you."

Among his specific goals for sharing were the following:

> "to provide a talking situation where students

> talk so they can share information, share ideas, so they can organize their ideas and put them down on paper",
>
> "to give... people who listen to someone else's writing a chance to see how they're using language and what sort of things they're interested in",
>
> "to spark off ideas in the audience so that they could use something in their own writing",
>
> "for students to realize that what they were thinking wasn't the way it was written down and to have them rethink their work a bit",
>
> "by questioning other students, for the students to start considering such questions when writing themselves", and
>
> "for students to give positive comments on what the author has done, or to tell what areas are a little confusing".

Proofreading and Revising Goals

When students wished to publish their writing file work, Mr. Lambert had them recopy their initial copies, enter them into a computer, and obtain printed copies. Mr. Lambert then read through the pieces noting what type of revisions would be appropriate for the writers to make. Among the specific proofreading and revising goals which Mr. Lambert articulated were to get the students to do the following:

> "read over their work: checking for any parts that don't say exactly what they meant and underlining the parts, and underlining any parts which they wish to add detail to", and
>
> "check for punctuation and spelling".

Publishing Goals

Mr. Lambert believed that publishing gave purpose to writing for it was a way to share completed work. He wanted "students to publish a professional looking book and... illustrate their writing." He stated:

> I don't know if we're going to get really good fluency if there isn't some reason to do it... I think their publication should be as near to refined as possible to whatever our resources are-- to close in the gap between pretending to be a writer and possibly being a writer.

Mr. Lambert's main goal in publishing was "to put students in as realistic a publishing situation as possible and to get the work as refined as possible".

Reflections on the Teacher's Goals

This was Mr. Lambert's first year of establishing a writing context which had a workshop emphasis. Mr. Lambert realized some of his initial writing goals, clarified other goals as he went along, and formulated methods by which he could achieve these. No doubt the fact that a large number of Class 2 students were not very receptive to school contributed to Mr. Lambert's writing goals not being fully realized.

The environment which I saw in Class 2 during the data collection period was one in which students were given a considerable amount of time to write and to talk about their writing. Consequently they can be seen as being in a situation where they could realize Mr. Lambert's overall goal for them to "gain fluency in writing... feel comfortable in putting their thoughts/ideas down on paper and feel good about sharing this information to the class." However, because opportunities for writing were not present daily throughout the year, students may not have become as fluent, and as comfortable with the writing process and with sharing information as they could have if they had been consistently involved in writing activities. As Mr. Lambert reflected, "If you take [students] out of writing and if they're not writing every day then they're going to regress."

Conferencing was an integral part of Class 2's writing context and was one of the ways that Mr. Lambert strove to achieve his overall goal to promote children's fluency and comfort with the writing process. It is possible that conferencing in this class was not used as effectively as it could have been. Conferencing was often used by Mr. Lambert as a means of maintaining order within the classroom. Those students who used their time least constructively were conferenced first in order to get them working on a task. Those who were generally on task were conferenced less frequently, in the time that remained. Mr. Lambert himself admitted:

> I'm spending too long in one area. I've never been able to work out where I don't spend a lot of time with a group of people....

> ...I'm frustrated because some of the other children in the room are doing some neat writing but I'm always here, instead of going around to some of them that are really doing some neat writing.

The one-on-one conferences which occurred between Mr. Lambert and individual students were often very directed and intense. It is possible that developmentally some of the Class 2 students were not ready to be as logical in their writing as Mr. Lambert was striving to have them be. Mr. Lambert seems to have sensed this as indicated by these comments that he made about conferencing Peter:

> He's really fluent now. But I don't think that his writing is meaningful enough. I think more meaning could be added to it. I think there can be more of him talking about character and using setting to get a better story. I don't know how far to push. I don't know how far to take him so that it's natural or exactly what to do.... He's more interested it getting it out. He's still in a stage that he just wants to write. He's got all this stuff in his mind and he just wants to go, so maybe he isn't ready for doing much more than just getting it out and I'm just not sure.

In spite of some difficulties in this writing context, some congruence is apparent between the overall writing goal, the specific goals and the activities which were observed in Class 2. Mr. Lambert articulated specific modeling, conferencing, sharing, proofreading and revising, and publishing goals. The type of activities which he was attempting to provide in the Class 2 corresponded to these specific goals and helped promote his overall writing goal. For example, opportunities existed for students to share their work orally with their peers and to display good pieces or published pieces of work. These helped ensure that students would "feel good about sharing... information [with] the class."

Student Goals

Student goals related to writing can be divided into the following categories: writing goals, sharing goals, proofreading and revising goals, and publishing goals:

Writing Goals

The majority of the writing goal statements which the students in Class 2 made revealed that during writing, thinking of ideas to put down was a primary concern. The following are a sample of the students' writing goal statements:

> Peter: "Think up ideas as I was writing. The Thunderstorms were in the middle of robbing a bank, I was trying to figure out what people would say."
>
> Patti: "I'm trying to make him [a man in her story] do something really bad but I can't think of anything really bad. I think maybe he'll start a fire and it'll burn down the whole world. No, that's too bad."
>
> Carol: "For it [a journal entry] to make sense."
>
> "I've been working on my story...[I'm concentrating] so it will make sense and my spelling.
>
> Terry: "I'm thinking of what they [A-Team characters] do that I like. They make vehicles and stuff. And they go get the people they need to stop people from doing something bad."

Jamie: "I'm concentrating on what's ahead of me. When I write I think of what I'm going to write next."

Renee: [when answering questions about a novel her centre group was reading] "Answering questions and getting the right answers."

[when writing in the mezzanine area] "To write realistically like Mr. Lambert says."

Sharing Goals

The sharing of writing in Class 2 occurred in partner situations as well as in situations where small group sharing was being modeled. The focus students articulated the following sharing goals:

Peter: [when sharing writing in the modeling group]: "just to answer the questions."

[when listening to writing being shared in a modeling group] "thinking-- picturing the story in my mind."

Stacy: [when listening to a story in the modeling group] "concentrating, looking for the spots when she [the author] was making mistakes."

Proofreading and Revising Goals

Some of the students in Class 2 revealed that they were concerned with sense and conventions once they moved to refining and revising their pieces. Among the goal statements which the three focus students made with regards to this were the following:

Carol: "I'm doing my good copy of the other story I'm doing. [I'm making changes] on words that don't make sense and are kind of confusing."

[indicated that one of her goals was to ask Mr. Lambert to go through her story] "because we might publish it and so they [readers of her work] won't come and ask: 'What is this?'."

Stacy: Looking "at spelling mistakes and [deciding] 'Does it make sense?'."

"you have to make it 'make sense'. I'm fixing it up-- the stuff that doesn't make sense."

"just that I didn't have mistakes-- words are right, periods and apostrophes-- adding more ideas."

Peter: to "get some spare time from Mr. Lambert and then sit down in a quiet spot and start checking for spelling mistakes and everything."

Publishing Goals

The use of a computer and a word processing program was an integral part of the publishing process in Class 2. The publishing goals articulated by the students dealt primarily with the physical task of entering the stories into the computer and with deciding on the illustration of their work:

Chris: "just to type."

Patti: "I have to search for the letters."

Peter: "I want it published. I'm trying to memorize where all these are [points to the keyboard letters]. I see what I have to put down and then I put it down. I skipped part of it 'cuz it wouldn't make sense."

Stacy: "I make Renee do the illustrations."

Peter: "I get Ricky [to do the illustrations]- he's the best artist in the class. I don't do art at all."

The Relationship Between the Teacher's and Students' Goals

The fact that at times students were not involved in the activities which were expected of them is indicative of that fact that student goals were not always congruent with teacher goals. However when the specific goals articulated by students who were involved in writing activities were compared with the goals listed by Mr. Lambert a fair amount of congruence seems to exist.

The great proportion of the student writing goals dealt with thinking of ideas to put down on paper. For example:

> "I'm trying to make him [a man in her story] do something really bad."
>
> "I'm thinking of what they [A-Team characters] do that I like."

The general teacher goal dealt with fluency while student writing goals primarily dealt with getting ideas for writing, therefore some congruence seems to exist between these two eventhough students were not necessarily comfortable with writing yet. There also seems to be some congruence between the writing goals articulated by the students and some of the conferencing goals articulated by Mr. Lambert. For example, one of Mr. Lambert's conferencing goals was for "students to be a little more realistic in their writing". One student who articulated a corresponding goal indicated that she was striving to "write realistically like Mr. Lambert says", while another stated that she would not have "the whole world" burn down in her story because it was "too bad".

Student sharing goals such as "picturing the story" and "looking for the spots when she [the writer] made mistakes" could be considered to relate to Mr. Lambert's sharing goal for students to become aware of what others are writing about. They could also be related to Mr. Lambert's goal for students to identify confusing aspects of shared work. Consequently, some congruence between teacher and student sharing goals seems to exist. Mr. Lambert's goal for students to ask each other the type of questions which he felt he was modeling was realized to some degree as students often asked each other "How is your piece of work going to end?"

Among the specific proofreading and revising goals mentioned by some students were ones which dealt with the completeness and sensibility of ideas, spelling and punctuation. These relate closely to the goals articulated by Mr. Lambert in this area.

One of the focus students, Peter, stated that he intended to "publish" all of the gang stories which he had written, however at the time of my observations only two students had actually "published" the "professional looking books" which Mr. Lambert had referred to. Mr. Lambert commented that many students were content to make a good copy of their work and/or to put their work into less formal booklet form. Therefore it seems that although Mr. Lambert valued the "refined publishing" of writing file work, this sentiment was not necessarily shared by most students in his class. Also, while one of Mr. Lambert's goals in publishing was for students to illustrate their own work, two of the focus students stated that they were aiming to avoid illustrating. Thus there was some discrepency between student and teacher goals in this area.

Reflections on the Writing Context

Mr. Lambert had commented that this year had been "sort of a survival year" and that just keeping his students "happy and together without fighting" was quite a feat. As most educators "learn through doing", Mr. Lambert was learning about the implementation of a positive writing context through attempting to establish one in his classroom. There were an abundance of writing opportunities in Class 2. Students in this class wrote daily during writing file time and twice weekly during mezzanine time. They also had opportunities to write to their penpals and make entries in their journals or reflections books daily, as well as opportunities to write research reports and to write as part of centre activities. The provision of all of these opportunities required much effort on Mr. Lambert's part. There is little doubt that maintaining all these aspects of the writing context at times required more effort than he could put forth. This may in fact have contributed to the lapsing of daily writing at different points throughout the year.

Mr. Lambert was clear about his goals for his writing context and sought to accomplish these through the activities he structured. He had tried out the many types of writing activities this year and had reflected upon why they were successful or unsuccessful. When he stated, "Next year there's so many things that would be done differently and set up differently. Routines would be so much better in place", I was prepared to believe that next year the writing context in Mr. Lambert's class would be different. Mr. Lambert's future writing contexts likely will be refinements of the present context in which he had an opportunity to clarify his goals and to determine the type of activities students needed to be involved in in order for these goals to be accomplished.

The Class 2 students had an opportunity to become intensely involved in writing and writing-related activities at various times throughout the year. While not all students were involved in the activities expected of them, many students were involved in writing, sharing, proofreading and revising, and publishing activities. The students involved in these activities often had goals which were congruent with Mr. Lambert's goals. These students seemed to have capitalized on the opportunities for learning about writing that existed in Class 2 and seemed to have acquired important knowledge about the writing process. The positive feelings that some Class 2 students had about writing were reflected by the fact that on several occasions students chose not to listen to a novel that Mr. Lambert was reading to the class or chose to miss physical education in order to continue on their writing. Also one morning, one of the students, Sam, asked Mr. Lambert: "When are we going to have a whole school day of just plain writing? Write, write, write!"

The Writing Context in Class 3

Class Background

Class 3 was an instructional group of 19 grade 5 students in Pineview School. Pineview school, located in a well-established Edmonton community, was more than 20 years old and had a student population of less than 200. Class 3 students shared a homeroom with 17 grade 6 students. While the grade 5 and 6 students received instruction together during 30 minutes of language arts daily and one hour of art weekly, the remainder of the time, they received instruction in different rooms.

Ms. Patrick, who had 16 years of teaching experience, taught all aspects of the Class 3 students' program with the exception of spelling and science. She was involved in an Effective Teaching program and regularly attended inservices related to this program. She also observed and conferenced another teacher in the school as this teacher implemented specific skills and strategies in her class. Last June Ms. Patrick attended, with one of the Language Arts Consultants from her school board, a Writing Workshop offered by Donald Graves. For eight months this year she and the consultant worked together for an hour each Monday morning in order to implement a writing workshop in Class 3. She reflected:

> The beginning of going through all the sharing and receiving and the editing all that was really great because of course Marian [the consultant] was in... We did a lot of it together and it made it a lot easier to have two people in there trying to get the program set up... rather than just one person trying to do it.

Of the 19 Class 3 students, 15 had been in the same class since kindergarten. Ms. Patrick indicated that while Class 3 was an average class in terms of ability, it had more than its share of social difficulties. The three students in this class who were focused upon in this study were: Amber, Julie, and Greg. However, throughout the observation period other students in the class were also observed and interviewed when opportunities arose.

Time Dimensions Surrounding Writing Activities

On the basis of observations and interviews with Ms. Patrick, it became evident that in Class 3 writing and writing-related activites could be divided into two main categories: writing which occurred in "writing file time" and writing which complemented other language arts and social studies activities. Students worked on writing file activities each morning at 9:35. On Mondays 55 minutes of writing file time were scheduled, while on other days 20 minutes were scheduled. The average weekly time devoted to writing file activities during the observation period was 135 minutes.

On four occasions between 9:35 and 10:30, I observed writing being incorporated into other language arts activities. I also observed writing being incorporated into four social studies periods. Social Studies was scheduled from 2:30 to 3:30 on Mondays, Wednesdays, and Thursdays.

The Physical Accommodation of Writing

The following physical resources supported writing and writing-related activities in Class 3: charts, writing folders, a "writing" bulletin board, student work areas, areas of the room where work could be shared, and a meeting area for large group discussions.

Charts

Two charts dealing with writing were displayed on the back bulletin board. Ms. Patrick indicated that her reason for having the charts displayed was that they served to remind the students of the steps in the writing process: "The charts are there as a reminder. The charts are something we made together. It was a process when we started. Going through teaching them how to use the writing model and we put it down on chart paper." The first chart listed proofreading symbols which were to be used when writing was edited. It also listed these writing process steps: prewriting, drafting, revising, editing, and publishing. The second chart defined what steps of the writing process were to take place on the white, yellow, and blue sheets of paper. The following information was on this chart:

White Copy

1. Drafting as much as you can without any help.
2. Revising- Share with another person who receives the piece, then ask questions about the ideas. Revise white copy.

Yellow Copy

1. Drafting- Write the revised version from your white copy.
2. Editing- Share with another person who checks it using the proofreading symbols.

Blue Copy

1. Write the final copy from your yellow copy.

A third chart with information about a writing-related activity was displayed above the chalk board at the front of the room. On this chart were the beginnings of questions which were appropriate to ask during "Author's Chair", an activity that involved one student sharing a piece of his writing with the entire class. Among the items on this chart were the following: "Where did... ", "Why did... ", "What happened... ", "When did... ", and "How did... ".

Writing Folders

Central to the writing file time in Class 3 was the box which contained the students' writing folders. This box was kept on a foot stool at the front of the room and housed the students' writing file work. Each student had three folders which were kept together: a white folder to hold the initial drafts, a yellow folder to hold the editing copies and a blue folder to hold the final copies. This resulted in work on white, yellow, and blue paper being put into a folder of the corresponding color. The box also contained: a date stamp for students to date their work so that progress could easily be monitored; white, yellow and blue writing paper; and two dictionaries. Attached to the white writing folders was a sheet which listed different forms of writing, and a sheet with the headings: "Topics I May Write About" and "Roles and Audience I Can Use". Attached to the yellow folder was a sheet with the title "Skills I Do Well" and attached to the blue folder was a sheet with the title "Writing Projects I Have Finished". Ms. Patrick stated that the order built into the writing folders helped the students to be systematic in their approach to writing: "It's all there for them and it makes them a lot more orderly in their thinking because the steps are all there for them. It's all so neatly laid out and it makes it a lot easier for them."

Bulletin Board

At the back of the room next to the writing charts was a bulletin board on which there was a caption "Author's Corner". When students had completed a blue or good copy of a piece of writing they displayed it on this bulletin board. According to Ms. Patrick the bulletin board provided students with an access to an audience because other students in the class were free to take these copies to their desks and read them.

Student Work Area

When working individually on writing assignments, students sat at desks which were arranged in rows that faced the center of the room.

Areas for Sharing of Work

There were two areas of the room which were to be used by students when they were sharing work with a friend: a table at the back of the room and a large desk at the front of the room. If students chose to share their work with Ms. Patrick, they often did so at her desk which was at the back of the room. Ms. Patrick explained the situation in the following words:

> When we're doing writing program... there are two areas in the room that we can share: the back table and the front desk. Supposedly that's the only time that there's talking going on. There can be two at one, two at the other and that should be it. The rest should be working quietly. I'm the third centre. So if I'm not doing something else then I will share.

Group Discussion Area

In order to have the students in close proximity to her and to each other, Ms. Patrick often had the students gather on the floor in an area at the front of the room for instruction and discussions.

A map of which shows the physical layout of the writing context in Class 3 is included on the following page.

Figure 3: Map of Class 3

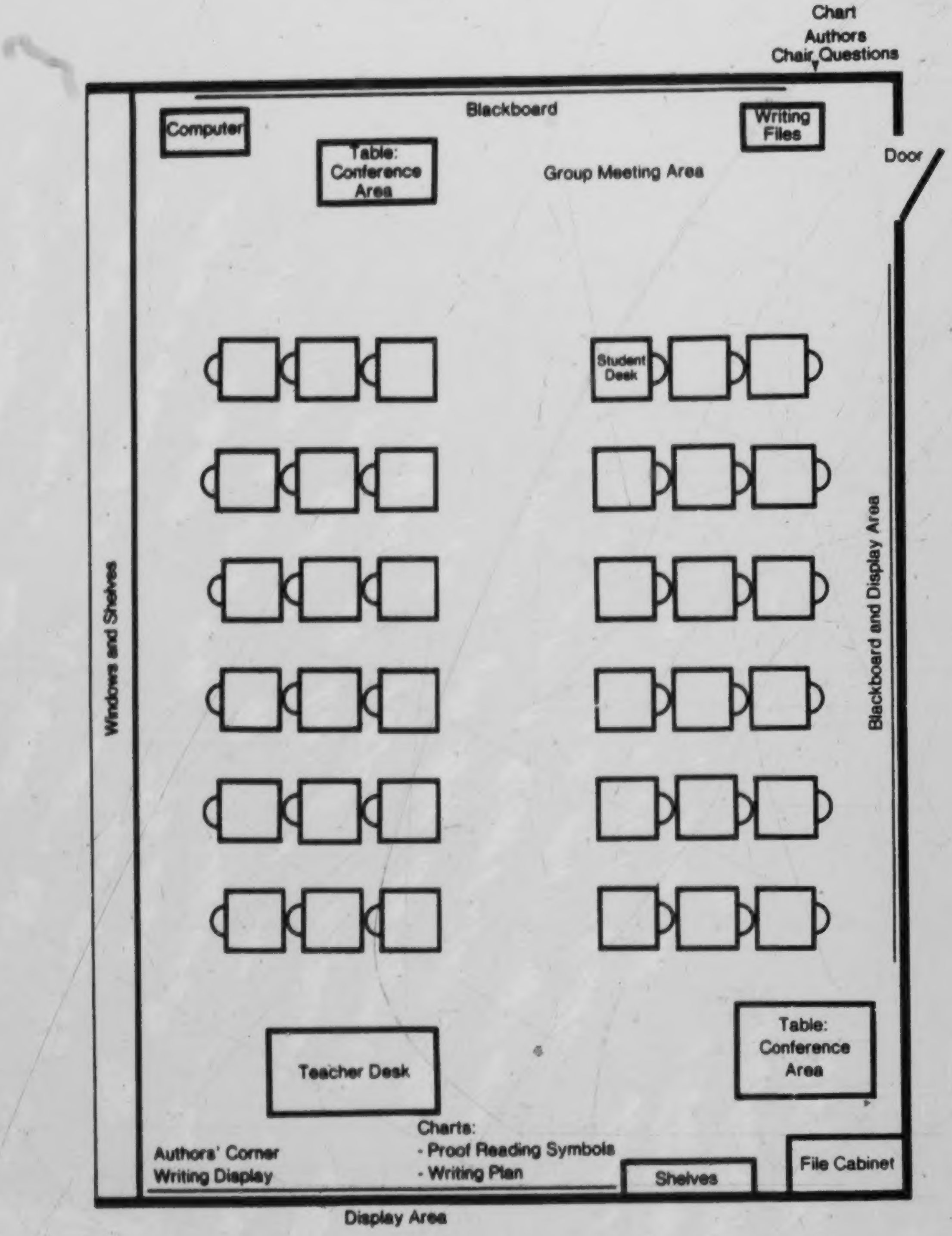


Chart
Authors Chair
Questions
Blackboard
Computer
Writing Files
Table: Conference Area
Group Meeting Area
Door
Student Desk
Windows and Shelves
Blackboard and Display Area
Teacher Desk
Table: Conference Area
Charts:
- Proof Reading Symbols
- Writing Plan
Authors' Corner
Writing Display
Shelves
File Cabinet
Display Area

Writing and Writing-related Tasks Engaged in by Participants

As indicated previously, writing in Class 3 could be divided into: writing file work, other language arts writing, and social studies writing. Below are descriptions of writing and writing-related activities which I observed in each of these categories.

Writing File Activities

The fact that writing was considered important in this classroom was highlighted by the fact that the students were involved in writing file activities daily. Although I was informed that generally students wrote on topics of their own choice, during the data collection period the students were involved in a prescribed writing project in which they were each patterning a book of their choice.

At 9:50 on a typical observation day I saw the majority of the students in Class 3 working at their desks. While the majority of the students were either planning their books or had begun publishing, one student was still working on the initial draft of his story, and a few others were editing or doing good copies of their stories. Ms. Patrick was individually conferencing students who had requested help.

Interviews with Ms. Patrick provided information about her expectations for the flow of writing file events. According to her, students were expected to list possible writing topics on a page in their white folders and would choose a topic from their lists. She stated, however, that she occasionally led topic generation activities such as brainstorming or networking in order to have the students become more aware of their writing options. While brainstorming simply involved recording ideas which students associated with a particular topic, networking involved recording these ideas in the format of a "net" or a "web".

After the prewriting stage the students began to write. Ms. Patrick expressed her expectations for this stage in the following way: "Once they've chosen a topic they just do their first draft. During that first draft you just sit down and you write. You don't worry about spelling, punctuation; just get your ideas down on the paper. "

Ms. Patrick stated that when she assigned writing projects, the students were required to refine their work. However in the majority of other instances the students could either choose to refine their initial drafts or begin new pieces of writing. She explained what was expected if the students decided to refine their pieces:

> And once you have your ideas down, that's when you share. So you find someone to share with. You read the story to them. They receive it and tell it back so the author's aware that what he's saying is what the other person is understanding. The person who received is supposed to ask some questions about the piece to give the author ideas about how to improve it. Even things like: "I like that part, but I don't understand this part.", "Where did this happen?", "Why did this happen?". And then on the white copy the author

> just sort of jots in places where he thinks he might improve it or just all the suggestions that the person who received it gave him.
>
> So once they make revisions, if they make revisions, they've got all their little arrows on their first copy, their white copy; they go directly to their yellow copy. As they do their yellow copy then they put in their changes. So when they do their yellow copy they have two things to think of: "How am I making my story better?" and "My punctuation and my capital letters and my spelling."
>
> Once the yellow copy is done, that's the one that's edited. They're supposed to use the symbols that are on the board. If somebody edits they're not supposed to correct, they're just supposed to mark where the mistakes are.

The students had the options of asking a friend to edit their work for them or asking Ms. Patrick. Ms. Patrick indicated that she periodically edited each student's work so that she could note areas in which particular students needed instruction. Once the piece of writing was edited, the author wrote out his good copy of the piece.

The following conversation with Amber, one of the focus students, revealed that there was a strong similarity between Ms. Patrick's vision of what should occur during writing file activities and what the students perceived as occurring in the current assignment.

> Amber: We read the book and got some ideas and then we wrote a white copy on a white sheet of paper. You have some ideas to change. We wrote it on a yellow copy and Ms. Patrick edited it and then the blue copy.
> Researcher: Let's go back to your white copy. When you did your white copy--
> Amber: We shared it. When somebody's done or something, I read my story to them. They tell it back and give me some ideas. They would ask questions like: "How did this

happen?" or something. And you can add more to your story. I changed some things. Some things didn't make sense.

Researcher: Once you had this then you went to the yellow copy. What were you working on in the yellow copy?

Amber: I changed everything like I wanted it to be in here, in the white copy. Then I rewrote it on to the yellow copy and Ms. Patrick edited it. Some people edit it with their friends. She usually edited it (sic) mine. Okay. [On the blue copy] you went and changed the mistakes and things. Before you did this book, you did this other plan.

The activities which were the most obvious during writing file time were whole group activities on Monday mornings, the students working at their seats, the interactions between the students and Ms. Patrick, and the interactions between the students.

Monday group activities. Ms. Patrick indicated that on Monday mornings the first portion of the writing file period was usually used for teaching about writing. During the two Mondays I was there, I observed this period being used for instructional purposes on one occasion and for Author's Chair activities on the other occasion. When the period was used for instructional purposes, Ms. Patrick reviewed publishing format and addressed the type of information that needed to be included on the title, dedication, and author pages of the books which the students were creating. Students also raised questions pertaining to publishing at this time.

When this period was used for Author's Chair, four students took turns reading their stories to the class. To begin the Author's Chair activity, Ms. Patrick reviewed the purpose and rules of the activity by telling the class:

> The author's chair is a time to share your story with a large group to get some feedback on your story from the people who are listening. Take a look at the questions that we have at the top of the board. Those are the kind of questions we ask because we want to improve and expand the thinking and the writing of the people who are sharing. We also want to tell the people the good things about their writing if there's a particular thing you liked ...

The first student to read her piece for the class was one of the focus students, Julie. Ms. Patrick listened intently during the reading of the piece and raised her hand in order to let Julie know that she wished to comment. After Ms. Patrick's comment, three students asked Julie questions about her story. The Author's Chair activity then continued with each of the other students sharing their stories and receiving comments and questions from their peers and from Ms. Patrick.

Students working at their desks. At the beginning of each writing file work time, the students were expected to work quietly for ten minutes. On four of the six observation days, Ms. Patrick reminded the students of this expectation. Although Ms. Patrick indicated that she strived to model writing during this ten minute period by writing herself, I only observed her writing on one of the data collection days. On other days she usually conferenced students. Once the students had worked for ten minutes, those who wished to share or proofread work with a friend, and those who wished to request a conference with Ms. Patrick were at liberty to do so.

A check of the student activities on the first observation day revealed that the majority were working on their good copies of their stories. By the end of the observation period, the majority of the students were either working on the planning or the publishing of the final copies of their books.

Interactions between students and teacher. When Ms. Patrick interacted with students on an individual basis during writing file time, she referred to these interactions as conferences. I observed Ms. Patrick "conferencing" students at her desk and at the students' desks. Students who required assistance, came up to Ms. Patrick's desk when she was holding conferences there or they raised their hands when she was circulating around the room.

In the majority of the conferences during the observation period, Ms. Patrick addressed students' concerns about publishing. However, there was one conference in which possible writing ideas were discussed, one in which an initial draft was shared, and three in which editing concerns were addressed. The conferences which dealt with publishing issues were often as brief as 1 minute and usually involved students asking about the formating of their books. On the other hand the conferences which dealt with idea generation, the initial draft, and editing lasted up to 5 minutes. The following is an excerpt of the interaction which occurred between Ms. Patrick and a focus student in a "publishing" conference.

> [Amber came up to Ms. Patrick's desk and asked her what needed to be put on the author's page of her book].
> Ms. Patrick: ...age 11, from Bozeman, Montana.
> Amber: Do you write as if someone else is writing it?
> Ms. Patrick: Good point, let me just check this. I think they usually are done from the third person, I suppose it really won't matter. [She picks up a novel and finds the author's biography in it then reads it aloud.] "...is a registered nurse who works with children... a mother of three." So this is written in the third person, maybe that's how you should go.

In an editing conference the student's work was read orally and Ms. Patrick attempted to have the student realize where some of his mechanical errors were. The following is an excerpt from one of the editing conferences which took place.

> Cameron: [reading his work] "Mommy where are you."
> Ms. Patrick: He was saying it- "Mommy, where are you!" What should we have here?
> Cameron: A period.
> Ms. Patrick: Lots of feeling.
> Cameron: Excam..
> Ms. Patrick: Exclamation mark.
> Cameron: Yeah. "Did my mommy run away." Question mark. "Speak up."
> Ms. Patrick: Okay "speak". What is he talking to here?
> Cameron: A wrecked up car.
> Ms. Patrick: Oh, good. "Mommy are you there."
> Cameron: Question mark.

[conference continues]
Ms. Patrick: Good. That's very good Cameron! Do you know what to do now with the new paper?
Cameron: Print it with your good one?
Ms. Patrick: I would think that it might be good rather than writing that you print it. Draw lines so you could print on them then you can erase the lines afterwards.

Interaction between students. While Ms. Patrick helped students edit their work, students helped each other also. Greg proofread two different students' work with them. When I asked the boys to explain what was happening on one of the occasions these were their replies:

Chris: I'm just getting edited. Greg is editing my copy so I can go on to the blue one.
Greg: I'm trying to find his mistakes
Chris: Spelling, capitals in the wrong place.

Reflecting later upon the editing which he did, Greg stated that he "marked spelling, [anything that] doesn't make sense, punctuation errors and all that."

As students completed their prescribed assignments, they were to return to writing on topics of their own choice. By the end of the observation period, four students had completed their assignments and two of these shared other writing they were doing with each other. In each case the author read her story and the listener made one or two comments about what she liked about the story. For example, "I like the part when you said they ate spaghetti."

Writing Associated With Other Language Arts Activities

During the observation period, Ms. Patrick and the students engaged in some language arts activities which dealt with feelings about color. Part of these activities were two writing assignments: a description or a story relating color and mood, and a poem associating color with feelings and images. Before either of these assignments was given, the students participated in prewriting activities which included idea generation.

The first writing activity began with a prewriting experience in which Ms. Patrick and the students discussed how different colors affected a character's feelings in A Rainbow in My Closet, a story previously read by the students. Once they had discussed the character's feelings about color, Ms. Patrick guided the students through an activity which involved charting on an activity sheet their own feelings about certain colors. The students were then required to "try to think of a story that has something to do with colors and write it as a first draft." After giving the assignment, Ms. Patrick orally composed the beginning of the type of story which would be acceptable: "I got up in the morning and felt so blue, so I put on the dullest brown that I could find. I didn't put any lipstick on..." She also made some suggestions as to the type of stories that color could be brought into. When the students returned to their seats to begin writing she circulated responding to the questions that students had. As only five minutes of class time remained to work on this assignment, it was assigned for homework. The following day, Ms. Patrick divided the students into groups in order to accommodate the sharing of the stories which they had written. The instructions which she gave to the students about the sharing were the following:

> Each person will read what they wrote yesterday and then I want every other person in the group to tell one thing, just one part or one thing that they like about the story. If I have four people in the group, Amber reads her story, then the second person in the group says "I like that part when..." and Joyce might say "When you described that color, it was very nice, I like that" and Andre might say "The ending was the best part." So you have to listen very carefully to what the person is reading and then choose the one thing that you liked best about the story.

The students in the group took turns reading their work and there were some responses to the pieces which were read. However, in some instances, students did not respond to the pieces read. As the students were sharing their work in the groups, Ms. Patrick circulated joining each group and listening and responding to the piece that she heard. She was in Amber's group when Amber read her story and made the following comment about her piece: "I liked the idea of how the colors in your room can make you feel even though it's a dull and gloomy day outside." Once the students had shared their work in the small groups Ms. Patrick called them together into a large group where they shared some of the things they liked about the stories they heard.

In the second writing experience, Ms. Patrick led the students in composing a group poem about the color blue before asking them to compose their own individual poems. This activity was related to the students' previous reading of the poem "What is Black?" Ms. Patrick began the experience by asking the students to think of feelings or pictures which they associated with the color blue. As the students provided responses, she recorded them on the chalkboard. Once a number of feelings and images were listed, she asked the students to consider the list and to try to plan some images "with feeling" for the poem. As students made suggestions for possible lines for the poem, Ms. Patrick recorded these on the board. As students did not always agree about whether one student's ideas were appropriate, she often made the final decision as to what to put down on the board. During this group composition of the poem, Julie made several suggestions for the poem while Greg made one suggestion. As the students provided suggestions, Ms. Patrick used the opportunities to share information about poetry and poetry writing. Among the comments which she made to the class during the writing of the class poem were:

> "the really important thing about poetry is not the rhyme, it's the flow."
>
> "the lines don't have to all be the same and the poem doesn't have to rhyme."
>
> "the important thing here is to first of all get down what you want to say. Get words down on a piece of paper then to go back and say: 'Is that what I want to say?', 'Is it how I want to say it?' 'Can I make it better?' "

Once she had jotted several of the students' ideas on the board, Ms. Patrick asked the students to make some suggestions for changes and she altered the poem on the basis of these. The students then returned to their seats and began composing their poems using a list of images and feelings which they brainstormed individually the day before. The students worked on their poems for about ten minutes before the language arts period was over and the poems were assigned for homework. The following day Ms. Patrick had the students gather for a large group session and asked for volunteers to share their work. Most of the students shared their work. She then asked the students to find partners with whom to discuss their poems in order to decide whether they wished to alter them. Once the students were satisfied with their poems, they did good copies and illustrated them. In most cases, students did not make changes to the poems that they had brought into the large group.

Writing in Social Studies

During the observation period, the students of Class 3 were involved in two major writing activities in Social Studies. While the first one was completed within one period, the second one extended over several days. In the first activity Ms. Patrick reviewed the physical areas of the Pacific Region of Canada with the class by asking students questions and charting the information that they provided on the board. This was the chart which was derived:

	Physical Geography	Industry	Products
1.	Coast	fishing	salmon, halibut, herring
2.	Forest	forestry	logging, paper, boards, pulp
3.	Mountains	mining	zinc, copper, molybedenum, aluminum, iron
4.	Farmland	agriculture	fruit, vegetables, dairy cattle, beef cattle

When the chart was complete, Ms. Patrick asked the students to consider how they could take the information about the coastal region and put it into a paragraph. Some students provided suggestions and she wrote a short paragraph about the region on the board. Ms. Patrick then gave the students the assignment of composing paragraphs for the other three regions. As the students began to write their paragraphs, she circulated responding to any questions which they had.

In the second Social Studies writing assignment, the focus was the Prairie Region of Canada. This time the students were involved in answering research questions about agriculture or oil. The students were to research assigned questions and transform the gathered information into reports. Ms. Patrick oriented the students to the assignment over a period of two days. On the first day she posed a sample research question, explained how resources such as the text and trade books could be consulted for information, and demonstrated how to first record information in point form and then expand it into sentence form. She then had the students copy the research questions for both the oil and agriculture industries from the board and discussed these questions. On the following day she reviewed the questions and assigned the students their research topics. She suggested that the students use this procedure for completing their assignments: list together all information relevant to a particular question, review this information selecting the most important points, and finally organize these points into sequence and write sentences from them. The students worked on this assignment for one and a half class periods. On both days Ms. Patrick circulated and worked with individual students who needed assistance. She indicated that most students experienced difficulty with finding relevant information and that she "was continually reexplaining" the procedure which she wanted the students to use. While some students, including Amber and Julie, used Ms. Patrick's suggested procedure for developing their reports; others, including Greg, put their information down in point form and considered it sufficient, or wrote sentences without listing information in point form. The sharing of the reports was planned for the following social studies period.

Summary of Observed Writing Activities

The general pattern which I noticed in writing file activities was also evident in the other language arts and social studies writing activities. In writing file time, Ms. Patrick provided some whole group instruction, for example reviewing the format of books or outlining expections for author's chair activities; the students worked on writing and the refinement of the writing; Ms. Patrick "conferenced" the students providing them with assistance and extending their writing knowledge; and the students shared their work with partners and in large group Author's Chair activities. The same pattern existed in the other language arts and social studies writing activities. In these sessions, Ms. Patrick provided some prewriting experiences or instruction about writing, she provided assistance to the students as they were involved in writing, and the students had opportunities to share their work with partners and in small and large groups. The major differences between writing file activities and other writing activities were that in writing file activities fewer assignments were prescribed, writing was less often expected to be completed outside class time, and there was more concern with the refinement of writing with revision and editing being recognized as formal steps in the writing process.

Writing Prior to the Observation Period

Discussions with Ms. Patrick about writing activities which had occurred in Class 3 before my observation period, revealed that the students of this class were given a role in establishing some of the writing file procedures. Among the procedures which the students helped to establish were the editing symbols and the Author's Chair questions. Ms. Patrick explained what happened in these two instances:

> I put a piece on the board that had mistakes. We went through and found what the mistakes were. We made our symbols up, the class made them up, with a little bit of help when they got stuck as to what kind of symbols. But they're their symbols and that's what they thought were important.
>
> We had gone through the type of questions one should ask if one wants to help. Then as a whole group, we generated a number of questions. Those are good kinds of questions we would ask if we wanted to help someone improve their writing.

The discussions with Ms. Patrick also revealed that as the year progressed, she assessed the success of the types of activities which the class was involved in and altered the activities which were not successful. She indicated that the students had been involved with a variety of writing projects within writing file time:

> Most of the beginning of the year was a lot of narrative. We just tried to work a lot on stories about ourselves, anything they wanted to write about experiences they had, feelings they had. Some kids don't want to write about themselves and that's when we made the switch and gave them some options in the informative writing. It was hard. Then we got into themes. We were doing some theme in the reader. So we'd say "Hey, let's all use dragons. Let's make up some stories about dragons

> and knights." That worked better. They liked making up stories better. Then we did stories about Christmas, Winter and Spring. But mostly at this point their own creations.

Roles Played by Participants

Teacher Roles

Ms. Patrick considered her overall role in Class 3's writing context to be one of a facilitator: "Leading the students into realizing how much they really have to say and how it can be said on paper-- providing opportunities for them to discover that they can write." Reflecting upon the activities which the members of Class 3 engaged in caused me to recognize that Ms. Patrick provided students with many opportunities to write and in the process of facilitating writing she assumed a number of specific roles: a program developer, a monitor, a model, an instructor, an audience and an editor.

As a program developer, Ms. Patrick determined the amount of time that was spent in writing and writing-related activities. She decided on the nature of these activities and the resources which would be available to the students as they pursued them. Specifically, Ms. Patrick implemented daily writing in a workshop context, laid out the procedures which were to be followed during this time, and prescribed the types of writing which could take place. She also prescribed the writing projects which occurred in conjunction with reading and social studies and planned the prewriting and sharing activities. Finally, she provided the physical resources which supported the writing context in Class 3; for example, the sophisicated arrangement of the writing folders and the charts outlining steps in the writing process.

One aspect of Ms. Patrick's role as a monitor, was keeping track of the students' writing progress over time. Since the students dated their writing daily, Ms. Patrick was able to gauge progress in writing by viewing the work in the folder. Ms. Patrick also kept track of students' needs by making notes in a wiredex notebook during her editing conferences with them. Another aspect to her role as a monitor was evident when Ms. Patrick circulated around the room when the students were involved in writing and writing-related activities. In an interview, she explained that she did this in order to "keep the students on task and to know what they're doing."

Ms. Patrick assumed the role of a model throughout writing and writing-related activities. She modeled listening to and responding to writing when students shared in small and large group settings. For example, after Julie shared her work during the Author's Chair activity, she raised her hand and after Julie had acknowledged her, commented: "I'd like to say the part that I really liked about your story is how you added details on. The first time he does this. The second time he does this. I really enjoyed that." Ms. Patrick also modeled writing techniques such as: the writing of a poem, the conversion of notes into sentences, and the writing of a summary paragraph.

In the instructor's role, Ms. Patrick responded to students' questions as they were involved in writing and writing-related activities. For example, during writing workshop activities, she addressed the questions which the students had about publishing and during social studies she reexplained the process of researching a topic. At times, Ms. Patrick's role as an instructor was combined with her role as an editor. For example, when students asked her to edit their writing, Ms. Patrick had them go through their work with her. She explained that during the editing with the child she used the opportunity to teach:

> I will try to teach. 'Let's look at this, what's wrong here?' 'I don't have a period.' And then I'll put the proof reading symbols in. But then I know that she knows what's supposed to be there so I guess it's a combination of teaching or reinforcing a skill. I just find it so much better to do it that way because I can talk to the child rather than just doing it and handing it back to the child when I don't know if that child really knows why I put it down there.

Ms. Patrick assumed the role of the audience at various times. During the students' sharing of their "color" stories in small group settings, she circulated joining different groups in order to hear and respond to one story in each group. During the Author's Chair activity, she listened attentively and responded to the students' work.

Ms. Patrick's role as a learner is best reflected in a statement she made when I asked her to compare the types of writing activities which she involved students in prior to attending the Graves workshop. She stated:

> I was basically doing writing as it came out of the reading program and doing it in the way they [the publishers] suggested to do it. With a story starter and finishing it. But never having any consistency... It [this year's] writing program is a big, big change.

Student Roles

Among the roles that students assumed during the observation period were those of: writers, audiences, collaborators, proofreaders, publishers, and learners. In the short time I was in the class, students in the roles of writers composed a story about color, created a poem about color, summarized social studies information in paragraph form, and pooled research information into a social studies report.

Also in the roles of writers, the students shared their writing with each other in small and large group settings as well as on a one-on-one basis. When they were part of one-on-one situations and small and large groups in which writing was shared, students assumed the roles of audiences for the writing. In the role of the audience, the students listened to and often responded to the work of their peers.

In the roles of collaborators, the students contributed to two class anthologies. In the first instance, each child chose the best composition which he/she had written during a term and entered it into a class book. This book was considered to be the publishing project for the term. In the second instance, the students did a good copy of color poems which they had composed for a language arts assignment. After each child illustrated his/her poem, they were going to be compiled into a class book.

As part of writing file activities students had opportunities to refine and publish certain prescribed pieces as well as other pieces which they chose. Students often had one of their peers edit their writing for them. When the students assumed the roles of editors, they used the symbols on the proofreading chart to indicate that corrections needed to be made. The writer was responsible for correcting his own errors, and if he was unsure of any problems noted, it was the editor's responsibility to explain these. Once the student had corrected his errors, he assumed the role of the publisher for his own work. During my observation period, the students in Class 3 were involved in a major publishing project in which the end products were going to be bound, hard covered books. However, generally the blue or the good copies of the students' work were regarded as the published copies and displayed on the Author's Display Board.

By being involved in writing activities, Class 3 students assumed the overall role of learners. They were learning that the writing process involved generating ideas, writing these ideas onto paper and then refining them. They were learning that other people enjoyed hearing their work and that by sharing their writing they could get ideas about how to refine their work. They were also learning how to listen actively and provide positive feedback when others were sharing their writing.

Teacher Goals

When I asked Ms. Patrick to consider what her overall goal for the writing context in Class 3 was she responded: "I would like to see these students-- and all the ones I have later on-- realize that writing can be a very important part of their lives and give them a lot of pleasure and a lot of satisfaction." In our conversations Ms. Patrick also identified more specific goals that she had for the writing and writing related activities which occurred during the data collection period. These more specific goals could be divided into the following categories: monitoring, writing, conferencing, sharing, editing and revising, and publishing.

Monitoring Goals

As a result of my interviews with Ms. Patrick I became aware that many of her goals were related to being aware of what the students were doing and to keeping the writing context in her classroom running smoothly. Among the monitoring goals which she articulated were the following:

> "to ascertain progress of each student",
>
> "to monitor students' work and help them stay on task",
>
> "to monitor and encourage students in their work and hurry the activity along because it could drag on and boredom could set in",
>
> "to see whether the students were on task" ,
>
> "to make sure that good things were coming out--that people were being positive and listening to the stories", and
>
> "to ascertain whether the assignment was successful".

Writing Goals

Ms. Patrick's writing goals could be divided into two categories: goals for the students and goals for herself. Among the specific writing goals she had for students were for them to develop positive attitudes towards writing and for them to experience different forms of writing. This was evident through goal statements such as the following ones:

> for students "to feel that it's okay to write",
>
> "for students to write a story or description using color and mood",
>
> "for students to express feelings about colors through poetry", and
>
> "for students take out specific information from reading and then put that information back into a well organized paragraph".

When Ms. Patrick's writing goals focused on expectations of herself, she articulated her intructional aims. Among her instructional aims were:

"to give the kids enough choice so that they have something to write about",

"to make a chart as a group and from the information in the chart-- make a group poem", and

"to clarify the format of the book".

Conferencing Goals

In the conferencing goals which Ms. Patrick identified, she revealed expectations that she had of herself as she related to students in one-to-one situations during the writing process. In conferencing Ms. Patrick sought to provide students with assistance and to increase their ability to engage in the writing process. Among the conferencing goals which she articulated were:

"to help students who needed help",

"to get Cameron to decide what he's going to change when he does his yellow copy",

"to get Milton to see where the mistakes still were", and

"to teach... or reinforce skills".

Goals for Sharing

The goals for the sharing of writing which Ms. Patrick articulated could be divided into three categories: goals for the authors, those for the listeners, and those for herself. Among the goals that Ms. Patrick had for the authors were the following:

"to share writing and receive positive feedback",

"to have them think about possible revisions, through student questions",

> "to instill a sense of pride and accomplishment in the students as authors", and
>
> "to get rid of any uneasiness the students might feel about writing poems."

Among the goals which Ms. Patrick had for the listeners were:

> "to provide those listening with some ideas that they may wish to use in their writing" and
>
> "to learn from and appreciate others writings"

One of Ms. Patrick's goals for herself was "to listen; I should be doing what I'm asking them to.... modeling".

Editing and Revising Goals

The overall goal that Ms. Patrick had for editing and revising was for students to learn from the errors that they made in their writing. She stated:

> I believe that children learn more if it's something they discover themselves. And to correct all their work so that it's really perfect is sort of teaching them, "Oh well I don't have to worry about this because someone will do it along the line for me." But if you put "sp" for "spelling", they know it's a spelling error but they have to find out what the error is. It's more their responsibility. You're helping them but it's their responsibility to fix it up so it's better.

Publishing Goals

While Ms. Patrick's overall publishing goal for the writing context was to have students "explore different ways to publish", the publishing goal that Ms. Patrick had during the data collection period was to "facilitate the completion of the books" that the students were working on.

Reflections on the Teacher's Goals

Consideration of the writing and writing-related activities which were occurring in Class 3 and the specific goals that Ms. Patrick articulated for the activities, can provide an insight into how the activities and specific goals relate to her overall goal for students to "realize that writing can be a very important part of their lives and give them a lot of pleasure and a lot of satisfaction".

During the observation period Ms. Patrick was often observed circulating around the room monitoring the activities that the students were involved in. She indicated that among her aims at these times were: "to monitor and encourage students in their work and hurry the activity along because it could drag on and boredom could set in", "to make sure that good things were coming out--that people were being positive" and "to ascertain whether the assignment was successful". These goal statements seem to stem from Ms. Patrick's awareness that writing and writing-related experiences were not always positive for the students. She seemed to be monitoring the positiveness of writing and writing-related experiences and making a conscious effort to insure that these were successful. Thus Ms. Patrick's monitoring of writing and writing-related experiences could help insure the actualization of her overall goal for the writing context.

During the observation period, Ms. Patrick modeled writing several times. The type of modeling that was observed ranged from private writing to a demonstration of how to compose a poem. Seeing Ms. Patrick involved in writing may have contributed to students' feeling that "it's okay to write". This in turn could help foster Ms. Patrick's overall writing goal.

Students were observed participating in prewriting experiences prior to writing on thematic topics in language arts and prior to writing in social studies. By involving students in prewriting experiences, Ms. Patrick sought to provide students with ideas as to how to approach specific writing assignments. Such experiences enhanced the chances that the students could be successful in their writing. The provision of assistance during conferencing also enhanced the chances for success. The degree of success which the students experienced as they wrote would influence the "pleasure and satisfaction" they derived from writing experiences. Thus the specific writing and conferencing goals which Ms. Patrick had could be considered to contribute to her overall goal.

In Class 3 the sharing of writing took place in one-on-one situations, in small groups, and in large groups. Among the specific sharing goals which Ms. Patrick articulated were ones which aimed to have the students "receive positive feedback", derive "a sense of pride and accomplishment... as authors", " get rid of... uneasiness...

about writing poems", obtain "ideas... to use in their writing" and "learn from... others' writings". The number of goals in the sharing category seems to directly relate to the overall goal and suggests that sharing was one of the major means by which Ms. Patrick strove to accomplish her overall objective for the writing context in Class 3.

The exploration of different types of publishing was built into the overall plan for the writing context in Class 3. Ms. Patrick had three publishing projects planned for the year which were: having the students' favorite stories typed and compiled into a library book, having the students write their own favorite stories into a class book, and having the students create individual hard covered books. The sense of accomplishment that the students could derive from publishing their writing could contribute to the "pleasure" and "satisfaction" that the students could derive from writing, as well as contributing to their writing abilities. The publishing goals articulated by Ms. Patrick can therefore be seen to relate to her overall goal for Class 3's writing context.

Student Goals

In Class 3 the students' goals related to writing could be divided into the following categories: writing, sharing, editing and revising, and publishing.

Writing Goals

One of Julie's goals in a prewriting experience was to come to some understanding of the way in which the flow of language could be manipulated, "to see how you could do it, how you could change it. How you could make it better and how you could make it worse". Other students in Class 3 also articulated goals which dealt with the flow of ideas and the ideas themselves. Listed below are some of the writing goal statements which were made by the students. The first goal statement was made by Amber while the remaining statements were made by other class members:

> "to get the poem to make sense and to get the words to rhyme",
>
> "to get my ideas down",
>
> "for the poem "to sound sort of like this "da da dada da da; da da dada da da",
>
> "for it to sound good",
>
> "to think of what green reminds me of; like why I like it", and
>
> "to answer the questions for oil and gas".

Sharing Goals

The sharing experiences which took place in Class 3 took a variety of forms: in a large group, in small groups and on a one-on-one basis. The students' goals during these could be divided into aims which they had when they were sharing writing and the aims they had when they were receiving writing. Among the goals articulated by the focus students when they were listening to others share their work were:

"concentrating on listening very hard",
"concentrating on her story",
"to picture it",
"to think of good questions",and
"to tell people what I liked about their story".

When Julie shared her writing she indicated that her goal was "to see what other people thought of my story." Another student indicated that when she shared her work her goal was for her partner "to tell the parts [of her story] she likes the best and maybe how I can make it better".

Editing and Revising Goals

Among the editing and revising goals articulated by the students of Class 3 were those which they had when they were looking at their own work, and those which they had when they were working with other students. In all cases the students were seeking to refine work by eliminating some of their errors. Among the goals articulated by students when they were reconsidering their own work were these by Greg and Amber: "[trying to find] editing mistakes and trying to correct them-- because the reader won't be able to understand your story" and "[to change] some things that didn't make sense that much". Another student who was reconsidering her work indicated that she was trying "to make spelling right if there's any spelling errors and punctuation. And beginning sentences with capital letters." A student who had Greg edit his work during the observation period indicated that he had asked Greg to look at his writing "so he can find my mistakes". Greg, on the other hand, indicated that he was aiming "to find mistakes".

Publishing Goals

Among the publishing goals referred to by the students of Class 3 were those dealing with the organization of the work and those dealing with the printing and illustrating of the text. Among Julie's publishing goals were the following:

> "to page my things, getting the right pages and putting the right words on the right pages so they are not mixed up-- you don't want to have this book that doesn't make sense",
>
> "to put the front illustration on", and
>
> "to find some really good illustrations [to trace] in books"

Amber indicated that she was aiming to illustrate her book and color the illustrations. Another student indicated that he was trying "to print neatly".

The Relationship Between the Teacher's and Students' Goals

The congruence between the teacher's and students' goals in Class 3 can be recognized by considering the relationship between some of the specific goals articulated by Ms. Patrick and some of the goals articulated by students. As explained earlier, Ms. Patrick's overall goal for the writing context of Class 3 appeared strongly related to the specific goals she articulated in the sharing category. Among the specific sharing goals which she had was for students "to share writing and receive positive feedback". Among the students' sharing goals were those of authors aiming to find out what others thought of their stories and those of listeners aiming to share their perceptions of stories with the authors. Thus the students' sharing goals can be considered congruent to Ms. Patrick's sharing goals and, in turn, in line with her overall goal for the writing context.

Congruence can also be seen to exist between some of the specific writing goals identified by Ms. Patrick and the writing goals identified by students. One writing goal articulated by Ms. Patrick was "for students to express feelings about colors through poetry". When students were completing the assignment related to this goal, among their goals were: "to get the poem to make sense and to get the words to rhyme", to get a rhythm in the poem "sort of like-da da dada da da; da da dada da da", and to think "of what green reminds me of". These student goals revealed that the students were concerned with both ideas and form during their writing. The students' writing goals, in this case, seem closely related to Ms. Patrick's goals.

Ms. Patrick's editing and revising goals focussed on students learning by correcting errors made in their own writing. A number of Class 3 students were observed editing and revising work. These students indicated that they were concerned with both meaning and mechanics as they worked on refining their work. Congruence seems to exist between teacher and student goals in this area.

The specific publishing goals articulated by students dealt with illustrating, paging, and working neatly. These goals suggest that students were learning about aspects of publishing a book and were "exploring" publishing. The students goals in this area seem to relate to Ms. Patrick's publishing goals to some degree.

Reflections on the Writing Context

In Class 3 there were clear expectations underlying writing file activities. Ms. Patrick's introduction of these expectations into her classroom was a team effort between her and a Language Arts Consultant with whom she was working closely. There were two outstanding features in this context. The first outstanding feature was the organization which existed in writing file activities. There were clearly defined procedures for writing a piece and refining it. These included writing a first draft on white paper, a revised copy on yellow, and the good draft on blue. Student work was filed according to a color-coded system and the sharing writing was built into writing experiences. Charts in the classroom served to remind students of the steps in the writing process as well as expectations for editing.

The other outstanding feature of this context was the sharing of writing. It is through sharing that Ms. Patrick sought to accomplish her overall goal for the writing context: "for students... [to] realize that writing can be a very important part of their lives and give them a lot of pleasure and a lot of satisfaction". In writing file time, sharing occurred in one-on-one situations at two points: initial drafts were shared in order to receive feedback about ideas, and editing copies were shared in order to have mechanical errors noted. Also in writing file time, sharing occurred in a large group context during Author's Chair activities. As in writing file activities, sharing served an important part in the other writing activities which occurred in Class 3. In all but one social studies writing activity, the students shared their completed writing assignments in either small or large group situations. So students were able to learn how different individuals think, receive positive feedback for writing efforts, and realize how writing was useful in learning.

Chapter Summary

The descriptions of the three writing contexts allow us to see that they were quite different. However certain critical features can be identified in all of them. These features will be considered in Chapter V, when a cross-classroom comparison of the situational variables in the writing contexts will be made.

CHAPTER V

SUMMARY AND MAIN FINDINGS OF THE STUDY

> Knowledge gained from classroom research serves two purposes: (1) understanding classroom processes and (2) increasing the effectiveness of education.
> (Koehler, 1978, p. 3)

In this chapter I provide a brief summary of the study and discuss the main findings. In the presentation of the main findings, the commonalities and differences in the three writing contexts will be discussed in terms of the model presented by Tikunoff.

Summary of the Study

This study took place in three classrooms which were identified, by three elementary language arts consultants and two university faculty members, as being exemplary contexts for writing. In these classrooms I had opportunities to observe and interact with teachers and students as they were involved in writing. My observations and interactions were guided by questions which came out of Tikunoff's (1979) conceptual model for understanding teaching-learning events. According to Tikunoff, learning-teaching events are influenced by two sets of situational variables: the instructional goals for both the students and the teacher, and the setting. Tikunoff views the setting as being the time dimensions surrounding the events, the place in which events occur, the activities that involve the participants, and the roles assumed by the participants.

In each class I observed the teacher and all the students but focused especially on three students identified as being average writers who were able to articulate their ideas easily. The data collection methods which I used were similar to those used by Florio and Clark (1982) and Perl (1985). The data I collected in each class consisted of: field notes, audiorecordings of classroom interaction during writing and writing-related activities, videotapes of two language arts lessons, audiorecordings of interviews with the teacher and students, teacher journals, and samples of the focus students' work. The data on the audiotapes and the videotapes was transcribed verbatim and the field notes were incorporated with these transcriptions.

The analysis of the data enabled me to identify particular features of the writing contexts and to write descriptions of the classrooms' writing contexts. These descriptions make it possible to consider the commonalities and differences between the writing contexts and to formulate working hypotheses about the features of these contexts. The working hypotheses may contribute to our understanding of classroom practices which make writing contexts exemplary.

Main Findings of the Study

General Commonalities and Differences Among the Three Writing Contexts

In each of the three classrooms, the teachers were implementing, or striving to implement, a workshop approach to teaching writing which is advocated by Graves. It seems likely that the Graves' influence may have affected the choice of "exemplary" writing contexts on the part of the consultants and the university faculty members. While there were similarities between the writing contexts of each class, each context was unique. As was the case in Perl's (1985) study, the writing contexts in this study seemed to be influenced by who the teachers were.

There appeared to be a developmental nature to the activities which took place in the writing contexts. Many of the writing activities which I observed in Class 1 had evolved from Ms. Simmonds "fumbling" through Graves' Model the previous year and were based on the writing and writing-related activities in which the students had participated earlier in the school year. Mr. Lambert indicated that he made numerous changes in an attempt to find writing activities that would work in Class 2 and stated that in future years writing routines in his classroom would be more firmly established. Similarily, Ms. Patrick indicated that she constantly assessed writing activities in Class 3 in order to alter those which were not working.

The previous educational experiences of the students and the consultant and peer support given to the teachers as they attempted to implement the writing workshops were factors which seemed to influence the degree to which teacher goals for the writing context were actualized. A comparison of the teachers' assessments of the student backgrounds in the three classes, indicates that a higher proportion of Class 2 students had previous school experiences which were negative. Having a large number of such students in class seemed to make the implementation of writing and writing-related activities more difficult in Class 2 than it was in Classes 1 and 3 where students generally had had more positive experiences with school. Although writing workshops were being set up for the first time in both Classes 2 and 3, there was a difference in the amount of support that Mr. Lambert and Ms. Patrick received from the language arts consultants with whom they had attended a Graves Workshop. Ms. Patrick was supported by a language consultant who planned and worked in the classroom with her, weekly throughout the school year. On the other hand, Mr. Lambert only had consultant support for two months. This, combined with the background of the students, seemed to make the establishment of a positive writing context more demanding for Mr. Lambert.

Teacher Goals

All three of the teachers in the study were able to articulate definite goals which were directly related to the writing and writing-related activities taking place in their classrooms. The teachers' goals reflect that they were making conscious decisions about the types of writing experiences in which to involve students, as well as the writing information to impart to them. The overall goals articulated by the teachers dealt with the students viewing themselves as authors and believing in the value of their writing. The specific goals seemed to arise out of the teachers' conception that writing is a social act and that drafting, revising, proofreading, editing, publishing and sharing are all important aspects of the writing process. The teachers' specific objectives were directly related to the activities which took place in the classes. The following points provide information about the teachers' specific goals for the writing context:

1. Among the writing goals articulated by Ms. Simmonds and Ms. Patrick were ones which dealt with having students experience different forms of writing. This, however, was

not one of Mr. Lambert's "stated" goals although there were opportunities to experience different forms of writing in Class 2.

2. Among the conferencing goals which all the teachers articulated were ones which focused on supporting and assisting students as they engaged in the writing process.

3. The sharing goals of all three teachers were for students to be positive and support each other and for them to exchange ideas. Mr. Lambert had an additional sharing goal which was for speakers to clarify and organize their ideas for writing.

4. Ms. Simmond's and Mr. Lambert's goal for proofreading was for it to lead to the revision of student work. Ms. Patrick, however, indicated that her major goal in editing and revising was for students to learn about writing skills.

5. The teachers' goals for publishing were varied. Ms. Simmonds indicated that the goal of publishing was to celebrate writing, Mr. Lambert stated that it was to provide purpose for writing, while Ms. Patrick indicated it was to explore different ways to publish.

Although all the teachers had similar goals for their writing contexts, these goals were attained to differing degrees in the three classes. The attainment of the goals seems related to decisions the teachers made prior to the establishment of the writing contexts as well as their decisions about adapting the writing contexts as the school year progressed. The writing contexts in Classes 1 and 3 seemed to have been established in a more calculated manner than the one in Class 2. The teachers in Classes 1 and 3 not only seemed to know what they wanted the students to learn but they seemed to have a clear sense of how to go about accomplishing their goals. Ms. Simmonds, for example, commented that it was necessary to "task analyze" learning situations in order to decide on the teaching "routes". Mr. Lambert, on the other hand, referred to his teaching of writing as "learning... playing back and forth. Trying to find something that seemed to work."

The stage of development of the writing context and the nature of the students influenced the decisions the teachers made about the types of writing in which to involve students as well as how to structure this involvement. Student involvement was usually structured through specific routines. Some of the most obvious routines were those evident during writing file time. Both in Classes 1 and 3 students had clearly learned the classroom procedure for taking a piece of writing from the initial draft to the publishing stage. Also in Class 1, students had learned specific responsibilities to enable them to participate effectively in small group conferences. On the other hand, the sense of direction which was evident in Classes 1 and 3 was not evident in Class 2, where near the end of the school year, Mr. Lambert was still trying to establish routines such as those for the sharing of writing. Mr. Lambert admitted that when it came to writing in his class they had "just started" and took it from there and that he was not as consistent and organized as he could have been in "planning and deciding when certain things should be coming in".

Ms. Simmonds and Ms. Patrick who indicated that one of their goals was for students to experience different types of writing, seemed to consciously build such experiences into their writing contexts. For example, at certain points in the year, both of these teachers assigned specific types of writing activities as part of "writing file" time. Ms. Simmonds also assigned specific types of writing to be completed in the student journal, while Ms. Patrick used thematic units in language arts to spin off into different types of writing. It is evident that Mr. Lambert also hoped that different types of writing would arise out of the various types of writing situations which he set up. However from lack of clear instruction and guidelines this did not always work out.

Student Goals

In this study the information gathered about student goals was limited largely to the goals of the focus students. It was found that students participating in writing and writing-related activities, articulated goals that were related to the activities in which they were involved.

1. When involved in writing, students in all three classes indicated that their goals were to generate ideas for their compositions. Students in Classes 1 and 3 indicated that they were also concerned with the form in which they were expressing their ideas.

2. Being involved in conference or sharing groups required students to share or listen to compositions and discuss them. Students in all three classes articulated goals which seemed to indicate that they had a clear sense of the function of audience. They were to understand the compositions being shared and to think of things to say when responding to writing in these contexts.

3. When involved in proofreading, editing and revising, students in all classes articulated goals which dealt with correcting the mechanics of writing. Students in Classes 2 and 3 indicated that having their compositions make sense was also a goal.

4. When publishing, students in all three classes articulated goals which were related to illustrating text. The students in Classes 1 and 3 made goal statements which dealt with formatting work appropriately and doing neat work. On the other hand, in Class 2 where a computer was

being used as part of publishing, student goals focused on computer use.

While this study only was able to consider student goals in a very limited manner, it was seen that when students were involved in writing, sharing, and proofreading, they generally articulated goals which had some congruence to the teachers' goals for these activities. There appeared to be a "fit" between the goals of students who actively engaged in the writing process and the concept of writing that was being fostered in their classes. It is interesting to note that in the two classes in which the teachers indicated that one of their goals was to have students experience different kinds of writing, some of the students expressed goals which dealt with writing form.

Time Dimensions Surrounding Writing

It is evident from the generous amount of time devoted to writing and writing-related activities in the three classes of this study, that writing was a priority in these classes. In all three classes, writing and writing-related activities occurred daily in blocks called "writing file time". During the observation period, the following amount of time was devoted weekly to "writing file" activities:

Class 1- 150 minutes
Class 2- 200 minutes
Class 3- 135 minutes.

In all three classes writing file time was scheduled to take place in the morning which is considered to be "prime instruction time" by many teachers. Also in all three classes, time was scheduled for writing and outside of writing file time in order to accommodate other language arts writing as well content area writing. Some of these writing activities also took place in the morning in all three classrooms. Content area writing occurred in the afternoons in two of the classrooms.

The Place

The physical environment in all three classes was related to the teacher's conception of writing and served to support the writing and writing-related activities which were occurring in the environments. The physical arrangement of the classes reflected the "writing workshop" focus. All classrooms had: (a) areas where students could work individually, (b) a place in which writing materials such as writing folders and writing and publishing paper were stored, (c) places where students could share and discuss compositions and ideas for compositions, (d) a place where student writing was displayed for its "celebration", and (e) areas in which writing reference charts were displayed.

The emphasis on writing in each classroom was reflected in the physical arrangement of the room. A round conference

6

table and reference charts were the props for small group conferences in Class 1. A sophisticated writing folder system and writing charts supported the systematic use of the writing process in Class 3. The clustering of desks in Classes 1 and 2 facilitated interaction between students.

The physical space in all classrooms was used flexibly. Students had many ways and places in which they could interact. They often left their individual work areas in order to participate in different aspects of the writing process. Most often, students went to designated areas to share writing and ideas with partners and they met in special large group meeting areas for instruction and discussions. In Classes 1 and 3, students moved to special areas when editing or proofreading with a partner. In Class 1, they moved to a round conference table when participating in a group conferences. Classes 2 and 3 also used space beyond the classrooms to support their writing contexts.

Activities

There was a different flavor to each of the three writing contexts, which is related to the teacher's personalities, the way in which they structured and organized activities and their experiences in implementing these activities. One of the most significant differences between classes is in the degree of self-selection of topics during writing file time. In Class 1, I observed students writing on topics of their own choice and noticed a great variance in the topics of their compositions. However, Ms. Simmonds indicated that at two different times during the year students had worked on more prescribed types of activities during writing file time. These prescribed activities took the form of writing Christmas poems using assigned patterns and writing four assigned fairy tales: patterning a fairy tale, creating a story based on the number three, combining two fairy tales, and writing a point of view story. As was the case in Class 1, I observed Class 2 students writing on topics of their own choice during writing file time. Mr. Lambert indicated that he had analyzed the structure of some stories and provided Class 2 students with opportunities to use these story patterns in their own compositions. He did not insist that the students pattern these stories and observed that they were not receptive to the activity. It was in Class 3 that the selection of writing topics was the most restricted. Students had choices as to what they could write about, however, the choices were often restricted choices. For example, during writing file time in Class 3, I observed all students writing a story patterned on a fairy tale which they had selected. At other times during the year, Ms. Patrick indicated that the students' selections were confined to the following: personal writing, informative writing, and writing on themes such as Dragons, Christmas, Spring, or Winter.

While there were differences between the types of activities which took place in the classes of this study, there were also many significant similarities. In all three classes, the focus of the writing contexts were the activities which occurred during writing file time. At this time the students and teacher participated in activities that the teacher considered essential to the process of writing. In all classes, student writing file activities included: writing, proofreading, revising, publishing, sharing ideas for compositions, and sharing and discussing compositions. On the other hand, teacher writing file activities included: monitoring student activities, modeling writing, conferencing, instructing, and editing.

The teachers' conceptions of what was important seemed to influence the activities taking place. The fact that talking was considered an important part of writing activities in all three classrooms, indicates that the social nature of writing was recognized in each of the writing contexts. The physical arrangement of student work areas often sanctioned the informal talk and sharing of writing. Talk was also formally promoted by specific activities and routines which existed in each writing context. The nature of these activities and routines varied from class to class. In Class 1, compositions and ideas for compositions were shared and discussed in the context of group conferences and discussion groups. In Class 2, talking about writing took place in one-on-one situations and in group sharing sessions. In Class 3, talk occurred during pre-writing activities, one-on-one conferences, sharing activities and Author's Chair activities.

Writing and writing-related activities in the three classes were not confined to writing file activities but also included content area writing and "other" language arts writing. Content area writing in Class 1 involved responding to audiovisual presentations, in Class 2 it involved report writing and center activity writing, and in Class 3 it involved writing during Social Studies. For Class 1 students, "other" language arts activities involved writing in journals and writing as part of novel study activities. For Class 2 students, this category of writing involved the writing in the mezzanine and letter and journal writing. For Class 3 students, it involved completing teacher assigned compositions which were related to specific themes. Although, the nature of content area writing activities and "other" language arts writing activities varied a great deal between classes, students in each of the classes benefited from seeing that writing serves a range of functions by their involvement in a variety of writing activities.

In all classes there were some similarities between "writing file" activities and the writing and writing-related activities which took place outside "writing file time". In Class 1 the sharing of work which was central to "writing file" writing was also evident when content area writing or journal writing occurred. In Class 2, the "writing file" process seemed to be echoed in report writing during which students had opportunities to interact with a parent helper, collect information, write, revise and share. In Class 3, this process seemed to be evident as the students engaged in prewriting, writing and sharing when they wrote on topics in social studies and on themes in language arts.

The activities which were observed in the three classes seemed dependent on activities which had taken place earlier in the year. Student understanding of routines and procedures influenced their participation in writing and writing-related activities. In Class 1, group conferencing and fairly independent writing and publishing seemed to have grown out of activities such as learning to choose and talk about writing topics, whole class publishing, one-on-one conferencing, and patterned writing. In Class 3, editing and whole group sharing of work seemed to be related to the earlier activities of formulating editing symbols and

Author's Chair questions. Students in Classes 1 and 3 seemed to understand the routines and procedures for the activities which took place. They knew what they were to do as they engaged in writing and writing-related activities. In these two classes less attention needed to be spent in explaining procedures and more time was devoted to the actual activities. This was not the case in Class 2 where routines and procedures were not as firmly established. In Class 2 routines seemed to require as much attention as the writing processes that the students were involved in.

More opportunities for writing were available to Class 2 students than to Class 1 and Class 3 students. Maintaining all of these opportunities seemed to be very demanding of Mr. Lambert and the Class 2 students and at different points throughout the year there were lapses in daily writing. It is possible that if Mr. Lambert had limited the number of writing activities which he was attempting to implement, the task of implementation would have been less demanding and maintaining continuity in Class 2's writing context would have been easier.

Roles

Both the teachers and students assumed a variety of roles within the writing contexts that existed in their classrooms. The overall role which each of the teachers assumed was that of a facilitator for student writing.

Among the specific teacher roles which they assumed were those of: program developers, monitors, conferencers or audiences, models, instructors, editors and learners. These specific roles seem closely related to the teachers' conception of what was important to writing. There seems to be a remarkable similarity in the teachers' roles considering what unique individuals they were.

1. In the overall role of facilitators, all the teachers strove to create positive writing contexts.
2. As program developers, all teachers scheduled writing and writing-related activities and decided the amount of time that would be allowed for these activities. They also determined the nature of writing and writing-related activities and the resources which would be available to students as they engaged in these activities.
3. As monitors, all teachers sought to determine if students were on task during writing and writing-related activities. They also gauged students progress over time.
4. In the context of small group or one-on-one conferences, all teachers assumed a role of an "audience" when they listened to students' work and responded to their efforts by reflecting their work back to them. In the context of conferences they also assumed the role of a "conferencer" who questioned students about their writing intentions.
5. In the roles of models, all three teachers displayed

behaviour that they wanted the students to emulate. The teachers listened to and responded to student writing being shared, in the way they wished students to do so. All the teachers also wrote in front of the students at some time.

6. As instructors, the teachers sought to expand the students' knowledge about writing. They did this by discussing or modeling writing in large group sessions and by responding to students' writing in the context of small group or one-on-one conferences.

7. Once students completed the initial drafts of compositions which were to be refined, the teachers assumed roles of proofreaders and editors. The roles that the teachers assumed depended on the function which they wanted the product to serve. Ms. Simmonds assumed the role of an editor who "corrected" writing. Ms. Patrick assumed the role of a "proofreader" who noted where the errors were so that students could learn from editing their own work. On the other hand, Mr. Lambert appeared to assume both the roles of a "proofreader" and one of an "editor", depending on the context.

8. As they engaged in the process of establishing and maintaining the writing contexts in the classrooms, the teachers assumed the roles of learners who were learning about student writing and workable activities and routines.

As was the case with the teachers' roles, there is a great deal of similarity in the nature of the roles which the students assumed in all three writing contexts. Among these roles were those of writers, audiences, collaborators, proofreaders or editors, publishers and learners. These grade 4 and 5 students showed a fair degree of maturity in carrying out writing activities and shaping the contexts:

1. As writers, the students were involved in drafting their ideas onto paper in a variety of situations.

2. As audiences, students listened to the writing of others and responded to it.

3. As collaborators, students worked together to generate ideas for joint compostions or related compositions.

4. As proofreaders and editors, students refined work by correcting errors.

5. As publishers, students put refined work into the format of a book.

6. As learners, students were learning that the writing process involved drafting ideas, sharing ideas and work, refining drafts and publishing. They were also learning how to listen to and support the work of their peers.

There appears to be complimentarity between the teacher's roles and the students' roles in the writing contexts of this study. By assuming the roles of facilitators, program developers, monitors, audiences, conferencers, models, instructors, proofreaders and editors, the teachers enabled students to take on the desired roles of writers, audiences, collaborators, proofreaders, editors, and publishers. In the process of assuming these roles, both the teachers and students became learners.

Chapter Summary

Although the writing contexts in all three classes seemed to reflect the uniqueness of the teachers who had established them, the most obvious commonality between the classes was that in each class writing was a priority and was focused upon as a process. The teachers' specific goals for their writing contexts were related to their conception of the writing process. The achievement of the teachers' goals seems to be related, at least in part, to the overall plans that they had for their writing contexts. The students involved in writing and writing-related activities articulated goals which were congruent with their teachers' goals for these activities. This seems to indicate that there was a fit between between students' needs and a teacher's goals and actions. It seems that in an exemplary writing context a teacher can identify students' needs and help them attain these needs.

A generous amount of time was devoted to writing activities in all classrooms, with a significant portion of it being in the morning. In each class, the physical environment served to support the writing and writing-related activities which were occurring. The focus of all the writing contexts were "writing file" activities which included writing on topics of their own choice, sharing writing and ideas, proofreading, editing, revising, and publishing. In each of the classes, writing activities other than "writing file" activities were also evident. The types of activities observed and their success seemed directly influenced by previous writing and writing-related experiences in which the students had participated. In all three classes, there was remarkable complimentarity in the roles in which the teachers and students engaged as they were involved in writing and writing-related activities.

In Chapter VI, conclusions are drawn and recommendations for further research and instructional implications are made.

CHAPTER VI

CONCLUSIONS AND IMPLICATIONS

> Theory and research do little good unless they are applied and a working pedagogy emerges from them.
> (Freeman, Samuelson, and Sanders, 1986, p. 10)

In this chapter, I summarize the conclusions of this study by relating the study's main findings to previous writing research and to the question of "What is an exemplary writing context?". I also present the implications of the study and make suggestions for further research.

Conclusions

Related Literature and the Findings of the Study

As discussed in Chapter 2, literature by Moffett; Harste, Woodward and Burke; Graves; and Calkins suggests that specific classroom practices promote student writing. The following points outline how the classrooms of this study applied many of these recommendations in their writing contexts:

1. In all three classrooms blocks of writing time were scheduled daily for writing file activities. Writing and writing-related activities also occurred at other times

during the day.

2. In each classroom teachers responded to the students' writing in the context of one-on-one or group conferences.

3. In all three classes, teachers modelled writing in some manner. The nature of the modelling varied between classes.

4. Students in all three classes had opportunities to talk about writing prior to, during, and after writing. The routines which surrounded the sharing of ideas varied from class to class.

5. In all three classes students had opportunities to revise and publish compositions. In each class publishing had unique routines.

6. In the conferences which occurred in all three classes, the teachers were striving to expand the students' knowledge of writing by using the students' own work from which to teach writing skills.

7. Students in all three classes had opportunities to share their writing and respond to the writing of other students.

One of the recommendations made by Moffett and Graves is that students have opportunities to self-select the majority of their writing topics. In the sample classrooms opportunities to self-select writing topics generally occured during writing file time. However even during writing file time, the degree of topic self-selection varied greatly between classes and ranged from free choice to restricted choice. One of the teachers commented that after she had taught story grammar and structure and her students had completed some assigned types of compositions, they had writing experience which they could then apply when writing compositions on self-selected topics. The assigning of particular types of compositions in order to expand the students' writing repertoire seems to have merit although it deviates from the recommendations of Moffett and Graves.

As previously outlined in Chapter 2, several questions about the present writing contexts arose from the research of Florio and Clark; Van Nostrand, Pettigrew and Shaw; and Perl and her co-researchers. The findings of the present study provide some insight into these questions.

1. Florio and Clark suggest that teachers need to make conscious choices about what knowledge about writing to impart and how to impart it. Each of the teachers in the present study considered writing to be a process. In all three classes activities and routines which acknowledged this view of writing were evident.

2. Van Nostrand and his coresearchers state that teachers must make decisions about the nature of writing activities in which to involve students, how to conduct these activities and for how long. All three teachers in this study made writing file time a central aspect of the writing context in their classrooms. In writing file time students were provided with opportunities to share ideas, write,

proofread, revise, publish and share compositions. All three teachers also involved students in other language arts or content area writing which had some similarities to the writing file activities. The teachers' decisions about how to conduct activities seem to be influenced by their involvement in the Graves' writing workshops, their contact with other professionals such as language arts consultants or other teachers, as well as their students' needs and reactions to the activities. As stated previously, the types of practices evident in the classrooms corresponded to the recommendations of Moffett, Harste et al., Graves, and Calkins. The teachers changed the activities and the way in which they were conducted as the school year progressed, adapting to students' reactions, skills and needs.

3. Perl's study raised questions about whether collaboration and talk was evident in the classrooms, whether there was uniqueness in the way the teachers taught writing, and whether teachers assumed the roles of writers, learners and enablers. Built into the routines and activities which surrounded writing file time in all three classrooms, were opportunities for students to talk and collaborate. Talking and collaboration had its own unique flavor in each classroom. The type of talking and collaborating that was evident in each classroom during writing file time, was also evident when other opportunites for writing took place in these classes.

The differences evident between the writing contexts, seem to be related to the teacher's personalities, beliefs, experience, teaching styles, as well as the nature of the students in their classrooms. The teachers in all three classrooms considered their overall role in their writing contexts to be one of facilitator. They strove to provide the opportunities and create the environments which would encourage and promote students writing. This facilitating role corresponds to the "enabling" role referred to by Perl. As teachers were involved in establishing writing contexts, they were learning about their students and about what activities and routines were successful. As previously mentioned, all three teachers assumed the roles of writers in their unique ways in the writing contexts of their classrooms.

Relating the Findings of the Study to the Question of "What is an Exemplary Writing Context?"

One common element among the writing contexts in this study was the teachers' conceptualization of children's writing. The teachers viewed writing as a process and believed that sharing writing and ideas for writing were important. The majority of the teachers' writing context goals were directly related to imparting this conceptualization of writing to their students. An exemplary writing context, then, will to be a context in which a teacher has an informed view of the writing process and one in which this knowledge is imparted to the students. It is also a context in which teachers understand students' learning of the process so that congruence between theory and practice can exist.

When setting up their writing contexts, the teachers made decisions about how to impart their conceptualization of writing to their students. The difficult judgements that the teachers made involved choosing appropriate activities, scheduling time for these activities, establishing effective routines, and deciding on the suitable arrangement of materials and furniture. Evaluating the impact of these decisions on the students was a very important part of the process and all teachers altered things as they went along in order to meet their students' needs. In an exemplary writing context, the teachers strive to live by their theortical knowledge and impart knowledge about writing through the structure of their contexts. Working closely with other professionals, such as language consultants, who can provide support to teachers as they make these decisions, appears to be a key factor in establishing an exemplary writing context.

Many of the writing and writing-related activities present in each of the classes reflected Graves's teaching. However, as was the case in Perl's study, in all classes, writing activities had their own flavor. The differences existed between contexts indicate that the individuality of a teacher influenced the nature of the writing context. While we can expect that exemplary writing contexts will be based on a theoretically sound conception of writing, each context will reflect the individuality and the uniqueness of the teacher and students who work in this context.

Writing was considered important in the classrooms of this study. Evidence of this was that a generous amount of time was devoted to writing and writing-related activities and that many of these activities were scheduled during prime instructional time. In each class daily blocks of time were scheduled for writing file activities. Consequently, students could predict when they would have opportunities to write and sustain compositions over extended periods of time. In each class, other writing opportunities were also present. In exemplary writing contexts the importance of writing is made evident by providing a significant amount of time for writing and writing-related activities throughout the curriculum. Writing time is scheduled during optimal learning times and students are provided with opportunities to compose pieces over time.

The teachers in the study had a variety of activities in their writing contexts. The most important of these were writing file activities during which time writing was focused on as a process. Students had opportunities to be involved in the generation of ideas for writing, the drafting of these ideas, the frequent sharing of ideas and compositions, the proofreading and revising of compositions, and the occasional publication of work. Each of the teachers also arranged for other writing activities. Examples of these are: patterning literature, journal writing, and assigned writing on themes. Through participation in writing and writing-related activities, particularly writing file activities, students learned about their teacher's conceptualization of the writing process. In an exemplary writing context, not only do students write, but they learn about the process of writing by being involved in such activities as idea generation, sharing, proofreading, revising and publishing. By being involved in these activities and by talking about these activities, students learn the process of writing.

In the sample classrooms, as teachers involved students in a variety of writing experiences which were part of their writing contexts, they assumed the overall role of facilitators. They also assumed a variety of more specific roles among which were those of program developers, monitors, audiences, models, editors, and instructors. Teachers who strive to establish exemplary writing contexts must be willing to assume a variety of roles as they work to meet the everchanging needs of the student writers. In these roles, they must structure the writing environment, monitor student activities and progress, respond to student efforts, model behavior which they expect students to learn, and expand students knowledge about writing. As they work in their writing contexts, they must also be aware and flexible in order to learn from their efforts and make adaptations as they are required.

Like the teachers, the students in the sample classrooms assumed a number of different roles as they participated in the various writing experiences. The student roles included those of writers, audiences, editors, and publishers. By being able to assume these roles, students were able to gain a greater undertanding of the nature of writing. Complimentarity was evident between the student roles and the teacher roles. In exemplary classrooms, students will have opportunities to clarify their understanding about the nature of writing by being able to assume the variety of roles as they participate in the process of writing. Also in exemplary classrooms, the teacher and student roles will compliment each other.

In the sample classrooms, the students had goals which were appropriate to the writing and writing-related activities in which they were involved. There was congruence between many of the students' goals during these activities and the goals of their teachers. The way in which writing was conceptualized in their classrooms and the activities required of them made sense to the students. By participating in writing and writing-related activities, students gained understanding and control over the writing process. In exemplary writing contexts, activities are based on sound principles. As a consequence, the activities make sense to the students and they articulate goals which are appropriate to these activities and congruent to the teacher's goals.

Implications for Schools

Several implications for schools have arisen from this present study. While some of the implications focus on the education and support for teachers, others focus on classroom practice.

It is important that teachers understand the rationale for the practices which they implement in their classrooms. The teachers in this study were knowledgeable professionals who had theoretical bases to their teaching practices. They were in a position to be able to share the rationale of their writing contexts with students, parents, administrators, and their teaching peers. Teachers, who desire to cultivate environments in which students are enabled to write, need to become knowledgeable about the process of writing and writing products. They can do this by becoming writers, observing children as they write, observing children and teachers at work in "exemplary" writing contexts, reading professional material, taking university courses, and attending workshops and inservices.

School boards need to be instrumental in the establishment of writers' groups for teachers by encouraging, supporting and advertising them. Individual schools or school boards can encourage teachers to observe children as they write by freeing teachers from their instructional duties for this purpose. School boards can sanction visits to classrooms which have exemplary writing contexts by identifying such contexts and freeing teachers from their instructional duties for visitation purposes. Schools can encourage professional reading by circulating relevant professional reading material among staff members. Universities and school boards can further teachers' knowledge about writing and writing instruction by providing courses, workshops, and inservices which deal with these topics.

It is one thing to have a theoretical understanding about writing processes, it is another to put into practice a writing context which is consistent with this understanding. The findings of this study suggest that the implementation of a writing context is a complex developmental undertaking. Setting up a writing context requires that a teacher makes decisions about: the types of activities which are essential to the context, the routines which can facilitate these, the time dimensions which surround them, and their physical accommodation. Teachers need to consider the needs of their students and their teaching styles and adapt suggestions made by writing researchers like Graves and Calkins to their own classrooms.

The findings of the present study suggest having long range plans for the writing context are essential in order to facilitate the actualization of the writing context goals. In doing long range planning a teacher must come to terms with questions such as the following:

1. How much time will be scheduled for writing and writing-related activities?
2. When will this time be scheduled?
3. How can students become involved in a variety of writing forms?
4. What will be the role of assigned writing?
5. How will sharing of writing and ideas for writing be accommodated?
6. How can I assess the appropriateness or the usefulness of the activities for each student?
7. How can students learn to support each other in the writing process?
8. How will proofreading and revising be addressed?
9. What procedures will be used for publishing?
10. What materials will be available to students?
11. How will materials and furniture be arranged?

The present case studies provide information about the ways in which three different teachers addressed these concerns. Teachers could adapt information gathered from these case studies and apply it to their own classroom situations. While making the original plans is very important, it is also critical to the success of a writing context that teachers assess and redefine these plans they go along.

The findings of this study suggest that teachers who are working out plans and implementing new strategies in their classrooms, find consultant assistance extremely valuable and even essential. Having a consultant with whom to talk allows teachers to clarify what they really think and feel. Without such feedback and dialogue, implementing new ideas into practice is much more difficult. It not necessarily advice or specific suggestions that a teacher needs but a chance to talk with an informed and perceptive listener. This implies that consultant support should be readily available to teachers as they strive to improve their contexts in accordance with new knowledge about the writing process. An alterative to consultant support could be support from an inschool language arts specialist. If neither of these alternatives are possible, peer support could be helpful. Dialoguing with a fellow teacher about the pragmatics of a writing context could provide ideas for appropriate activities and organization as well as badly needed encouragement and support.

While one of the most important functions that consultants can provide for teachers striving to improve the writing contexts in their classrooms is being available for discussions about writing and writing instruction, consultants can provide other types of support as well. Among these are demonstrating strategies to the teacher by working with a class, taking over most of the class in order to free the teacher to try out new strategies with small groups, and observing the teacher in action in order to provide feedback and suggestions.

Some research studies like the present one, involve teachers in the process of identifying and reflecting on the practices which exist in their classrooms. By participating in such studies, teachers can become more acutely aware of their beliefs and the practices which they have established in their classrooms. Such awareness can potentially aid them in identifying changes for future implementation. Researchers, like consultants, can provide assistance to teachers. By sharing the findings of their studies with the teachers involved in their studies as well as with other educators, researchers can increase understanding and encourage the implementation of new practices.

At the present time, some teachers are taking advantage of opportunities to significantly change and improve their writing contexts to the great benefit of the children. In order for increasing numbers of students to profit from learning in positive writing contexts, more teachers need to be encouraged to further develop the writing contexts of their classrooms. Not only do the teachers need encouragement to make changes but they also need support as they implement these changes. Further research into writing processes and writing products is also required to further our understanding of positive writing practices.

Implications for Further Research

Studies which describe the classroom contexts of writing can provide valuable information for teachers wishing to understand and refine their own writing contexts. The present study is one of very few studies of this nature. It has described the situational variables which existed in three exemplary upper elementary writing contexts that were focusing upon writing as a process as well as on the products. A number of implications for further research arise from the present study.

1. This study focused on classroom contexts at the grade 4 and 5 levels. Similar studies exploring "exemplary" writing contexts at other grade levels could further expand our knowledge base about the classroom contexts for writing. A greater understanding of the differences and commonalities between writing contexts at various levels could result, as well as understanding about the features of exemplary programs at any level.
2. The writing contexts in the classrooms of the present study were identified as being "exemplary". Teachers of these contexts cannot be considered to be typical of the

general teaching population for they were selected to receive training in teaching writing as a process. In order to explore the types of writing contexts present in a particular school system, a study similar to the present one could be used. It would require that sample classrooms be randomly chosen. Such a study would help assess whether there are other ways of achieving a good writing program.

3. The findings of the present study suggest that the first year of implementing a process-oriented writing context is a year for "working things out." The findings also suggest that one teacher's writing context changes considerably from year to year. A longitudinal study could be undertaken to explore the motivation for change and the development of one teacher's writing context over time. Such a study could describe the first year of a writing context and compare it to the second or third year of the context so that we could see what new problems arise or in what ways it keeps changing.

4. The amount of data gathered for this study from the students' perspective was more limited than that gathered from the teachers' perspective. Studies with a greater focus on the students' perspective could be undertaken. One such study could be a longitudinal, one which focuses on students who become involved in a process oriented writing context. The purpose of such a study could be to attempt to determine changes in students' perceptions of

the writing process and changes in their writing goals as they continue writing regularly.

5. The congruence between some of the students' goals for writing context activities and the teacher goals for these activities suggests that the teachers' conceptualization of the writing process may influence the students' perception of writing. A study to explore this interrelationship could be undertaken. Such a study could survey the perceptions of writing in two groups of children: students from a class in which the writing context has a writing process orientation and students from a class in which the context had another orientation. Such a study would confirm whether writing growth is dependent on a certain philosophy and kind of approach.

6. In the classrooms of the present study, content area writing was one of the types of writing evident in the writing contexts. The time restrictions of the study prevented exploration of the nature and extent of content area writing over an extended period of time. A descriptive study of "writing across the curriculum" in a classroom where such activities occur regularly, may be able to provide valuable information for teachers who seek to understand how they can use writing in the content areas.

7. Two of the teachers in this study cited involving students in different forms of writing as one of the goals

for their writing contexts. The findings of the present study provide little information about the extent to which these goals were achieved and about the methods used to achieve these. A study which investigates how using different "genres" of writing is built into an "exemplary" writing context could provide teachers with valuable information about this process.

8. One of the teachers in this study indicated that as part of her writing context she focused upon story structure, or story grammar for a period of time. A question which arises is "What influence does story grammar instruction have on the students' written narratives?" A study in which students' written products are analyzed "before" story grammar instruction and "after" story grammar instruction" could shed light on the value of such instruction.

9. The present study described the context for writing in three classrooms. The effect of the context on student writing achievement was not considered. In order to determine the value of having a particular type of writing contexts, studies which compare the writing achievement of students in classrooms with different types of writing contexts could be undertaken. These studies would be particularly valuable if they were longitudinal in nature.

10. The environments in which children initially learn are home environments. While some studies have been done to

investigate the way in which the writing process was conceptualized and fostered in home environments, many such studies are on very young children. Studies could be undertaken to investigate the effects that home notions and practices have on various kinds of writing at other points in a child's development.

The Final Word

This thesis arose from a desire to learn how teachers were applying their knowledge about the writing processes and writing instruction in order to create positive writing contexts. The enlightment which has resulted exists only because three teachers were willing to open their classrooms for my observations and to share their beliefs and feelings with me. Because these teachers were willing to share, I and other teachers who seek to create "enabling" environments for student writing have information which we can learn from and apply.

When establishing writing contexts in our classrooms, we need to consider what we know about writing processes and what we know about the students in our classroom. Our knowledge about writing processes can come from research and the observation of students at work. From our conceptualization of writing, we need to formulate our overall goals for our writing contexts and make informed long range plans. Our long range plans will affect the amount of time which we will devote to writing, the manner in which we set up the physical space in our classrooms, the types of activities which we plan and the roles which we assume. The decisions we make will be more informed ones if we are willing to talk with fellow educators as well as read professional literature dealing with writing processes and instruction.

As we work in the writing contexts, we must observe the impact of our plans on our students. We must continually adapt our plans in order to meet the needs of the students. Although we will draw on the knowledge of writing researchers and borrow ideas and techniques from fellow educators, each of us are unique individuals with a unique group of students. The writing contexts which we create in our classrooms will have their own flavor. It is important to keep in mind Perl's and Wilson's conclusion that (1986, p. 247-8): "...how teachers teach writing... is a function of who they are, what matters to them, what they bring with them into the classroom, and whom they meet there...."

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APPENDIX A

LETTERS TO TEACHERS AND PARENTS OF STUDENTS

April 15, 1985

Dear

As part of my M.Ed. work at the University of Alberta, I am undertaking a study which intends to describe the situational variables in three classrooms with exemplary writing programs. Consultation with three E.P.S.B. Elementary Language Arts Consultants and two University of Alberta Faculty members has resulted in your classroom been identified as having an exemplary writing program. Consequently I am seeking permission to collect data in your classroom over a two week period in the latter part of April or in May, 1985.

In my proposed study I am hoping to explore the following questions:

1. What are the teacher's goals and objectives when planning for and carrying through plans for writing activities and activities leading to or emerging from writing?
2. What are the students' goals when they are participating in writing activities or in the activities which lead to or emerge from writing?
3. What is the relationship between the teacher's goals and the students' goals?
4. What is the physical arrangement in the classroom and how is space utilized for writing activities?
5. What is the relationship between the teacher's goals and the physical-spacial arrangement in the class?
6. How does the physical arrangement of the classroom contribute to the interaction between participants during writing activities or events leading to or emerging from writing?
7. What tasks do the writing program participants engage in?
8. What roles do the participants play in the writing program?
9. During what part of the school day do writing activities take place?
10. What portion of the class time is devoted to writing activities and events leading to or emerging from these activities?

I would like to spend seven days over a two week period in your class collecting data during language arts lessons and content area lessons in which writing or writing-related activities may occur. I wish to collect my data through a variety of techniques: taking field notes, audiotaping class activities, videotaping two language arts lessons, interviewing you, and interviewing some students. These techniques are described in detail on the accompanying handout. I am hoping to analyze my data in a preliminary way at the end of each observation day and share it with you and with sample students on the following day in order that I can obtain a perception check of my analysis.

It is anticipated that the descriptions of the exemplary writing programs which result from the study could be valuable information for other teachers who wish to refine their writing programs. Should you consent to participate in this research study, your anonymity will be ensured through the use of fictitious names in the final report. Should you have any questions or concerns regarding this study please contact me at 432-2694 (university) or at 439-6884 (home), or my advisor Dr. Bob Jackson at 432-4153. We would be happy to discuss these with you.

Thankyou.

Sincerely,

Elaine Sosniuk

- -

I agree to participate in Elaine Sosniuk's study which will explore the situational variables in exemplary classrooms.

____
(teacher's signature)

I consent to _________________________ participating in the study mentioned above.

____
(principal's signature)

April, 1985

Dear Parents or Guardians,

Your child's classroom has been identified as having an exemplary writing program and his/her teacher has consented to participate in a University of Alberta research project which I am undertaking. The purpose of the project is to collect data in order to describe the teacher's and students' goals in the writing program, the physical-spacial arrangement of the classroom, the types of writing activities which take place, the roles assumed by the teacher and students, and the time dimensions surrounding writing in the class. I plan to spend seven days in the classroom in order to collect the data which will help me come to understand these classroom features. In order to gather data, I intend to use a variety of techniques which include: videotaping two language arts lessons, audiotaping class activities, collecting some samples of the students' writing and interviewing the teacher and some of the students.

It is anticipated that the descriptions of the exemplary writing programs which result from the study could be valuable information for other teachers who wish to refine their writing programs. Should your child's actions and comments be included in the descriptions which result, anonymity will be insured through the use of fictitious names in the final report. Please sign the attached form and have your child return it to the school.

Thankyou in advance for your co-operation.

Yours sincerely,

Elaine Sosniuk

- -

___ I provide consent for my child __________________ to participate in the university research project which is being carried out by Elaine Sosniuk.

___ I do not provide consent for my child __________________ to participate in the university research project which is being carried out by Elaine Sosniuk.

____

(parent or guardian signature)

APPENDIX B

SAMPLE OF OBSERVATION NOTES

Excerpt from Class 2 Field Notes

Observation Notes

Class L
Date 5-9-85
Time 8:50

Focus	Fieldnotes	Comments
Mr. Lambert	The orientation for the day is taking place. Mr. Lambert and students are assembled at the front of the room. Mr. Lambert is in his chair while the students are sitting around him on the floor. They go over the day's schedule which is listed on the blackboard. He explains that there is a new activity for the writing center which involves writing about a favorite T.V. show. He also explains that during writing program time they will be sharing writing one-on-one. He states that they will be assigned a partner to work with. They will write for 5 minutes, share their writing, write for another 5 minutes and share again.	
	Mr. L: (Points to the overhead projector which is near him.) I'll be writing on the overhead. We'll write for 5 minutes, then I'll ask you people to respond to my written work that's on the overhead. And then I'm going to divide you up in one-on-ones. One-on-ones. I'm going to ask you to go back and write again and then share. We'll write for five minutes and share what you've written about, write and share again, and then at 11:30 we'll go to gym.	

Excerpt from Class 2 Field Notes Continued

Observation Notes

Class L
Date 5-9-85
Time 10:50

Focus	Fieldnotes	Comments
	After the students came in from recess at 10:30 Mr. Lambert began reading to them from a novel. Many of the students were working on constructing mobiles as he was reading. At 10:50 Mr. Lambert stopped reading and asked the students to put away the mobiles.	
	Mr. L: If you are not involved in putting away your mobile then I want you to start writing on the piece of writing that you're working on. Please Justin just start working on the piece of writing that you're working on. The students continue to put away their mobiles. Some are beginning to get their writing folders.	Transition into writing time. Informal.
	The students talk with each other as they put away their mobiles. Some go to pick up their writing folders from the writing center table while others already have them at their work areas.	
Jenny	I walk over to Jenny who has a piece of writing out of her folder and has been looking at it for several minutes.	
	R: You seem to be looking at a piece of writing from your folder.	

Excerpt from Class 2 Field Notes Continued

Observation Notes

Class L
Date 5-9-85
Time 11:00

Focus	Fieldnotes	Comments
Jenny	J: I want to publish it.	
	R: You want to publish it? So what do you have to do with this if you want to publish it?	
	J: You have to make pictures and you have to have it make sense.	
	R: Is that what you're concerned about now?	
	J: I'm fixing it up.	concern for meaning
	R: What are you fixing up?	
	J: The stuff that doesn't make sense.	
	R: How are you going to do this?	
	J: I'm going to change words that don't make sense.	
Class	Many students are still in the process of taking out their writing folders and chatting with each other.	
Larry	Larry, on the other hand, is sitting in a desk in the work area near the front of the room and is engrossed in writing. When I ask Larry what he is doing, he tells me that he's working on a story which is related to a series of twelve which he has already written.	

Excerpt from Class 2 Field Notes Continued

Observation Notes

Class L
Date 5-9-85
Time ______

Focus	Fieldnotes	Comments
	These are about a group called The Warriors. He states that in the present story two two clubs that fight alot and want to kill each other's members. He has written seven pages so far.	
Larry	R: What are you concentrating on as you write?	
	L: I'm thinking about a fight because a fight is going on right now between Jamie and Sam.	focus on ideas
	R: Are you trying to think of ideas for your story?	
	L: Yeah.	
	R: Are you concentrating on anything else now besides ideas?	
	L: Not right now.	
Mr. Lambert	Although Mr. Lambert has put a transparency on the overhead he has not made move to start writing. He is standing by a table of boys who are just beginning to get their work out of their folders. Jamie is one of the boys at this table. Mr. Lambert asks him to read what he has written. Jamie begins reading, but Mr. Lambert stops him and addresses the class.	teacher proximity to those not beginning task promptly

Excerpt from Class 2 Field Notes Continued

Observation Notes

Class L
Date 5-9-85
Time ______

Focus	Fieldnotes	Comments
Mr. Lambert	Mr. L: O.K. people. People, people, people.	

The class becomes more quiet.

Evan (echos): What, what, what?

Mr. L: Evan you're out! Right now-- to the I.S.S. room.

On his way out of the classroom Evan knocks over a chair which hits Justin.

Justin (loudly): Ow!

Mr. L: Justin. Now this is ridiculous. Nobody can concentrate. Nobody can think. Nobody can work. And the ones that are half trying to do it, can't do it. Now I told you this morning, five minutes of solid writing first. This means you sit and think and start writing. I want to see writing. Ricky, Jamie. I want you to write. Even if you have nothing to write, I want you to write first.

And I want you to be quiet so that those people that need that quiet can use it to think of things to write.

Remember what I told you about the ending of the story.

Excerpt from Class 2 Field Notes Continued

Observation Notes

Class L
Date 5-9-85
Time ______

Focus	Fieldnotes	Comments
	Mr. L: You must know where your story is going to. Think of you ending. Think of your beginning. Why do you even want to write this story? Think of that. Not just to put words on paper but why do you want to write it. O.K.	
	The classroom has become very quiet. Two students at one of the tables whisper to each other.	
	Fred: Duane do you have ideas of what I can write about?	
	Duane: Copy Larry's.	
Dennis and Mr. Lambert	Mr. Lambert talks to Dennis who is sitting at the same table as Jamie.	
	Mr. L: Tell me what he did that was bad.	teacher conferencing individual student
	D (whispers): They're stealing the bank money. And he doesn't know so he swoops down.	
	Mr. L: You mean they're in the process of robbing a bank?	
	D (continues to whisper): Yeah, at midnight. He swoops down.	

Excerpt from Class 2 Field Notes Continued

OBSERVATION NOTES

Class L
Date 5-9-85
Time ______

Focus	Fieldnotes	Comments
	Mr. L: Who swoops down?	
Dennis and Mr. Lambert	D: Super-- I was going to have Superman but-- Why can't I do a super potato.	
	Mr. L: How does Super Potato know what this bank robber is doing?	
	Mr. L: Is Super Potato well liked by the population?	
	D: He just came out.	
	Mr. L: Is this his first time? How did he get his special powers?	
	D: (inaudible)	
	Mr. L: Is a super potato a very realistic sort of thing? Could you imagine a potato flying?	
	D: It's in a garden.	
	Mr. L: This takes place in a garden? Perhaps you can think of what could happen to Super Potato in the garden.	
Jamie and Mr. Lambert	Mr. Lambert focuses his attention to Jamie who is looking at his paper but has not been writing. He asks Jamie to read his story.	

Excerpt from Class 2 Field Notes Continued

Observation Notes

Class L
Date 5-9-85
Time ______

Focus	Fieldnotes	Comments
Jamie and Mr. Lambert	Jamie again begins to read his story. It is about a human time bomb. When he finishes reading as much as he has written Mr. Lambert questions him.	teacher conferencing
	Mr. L: Who is this human time bomb?	individual student
	J: A big huge time bomb.	
	Mr. L: How does it get to New York City? Can you imagine a huge time bomb?	
	J: Yeah.	
	Mr. L: How does it look? Is it a metal thing?	
	J: Yeah.	
	Mr. L: Was it a robot?	
	J: Like a robot.	
	Mr. L: It was a robot. Who made it?	
	J: Dr. Jekyll.	

Excerpt from Class 2 Field Notes Continued

Observation Notes

Class L
Date 5-9-85
Time ______

Focus	Fieldnotes	Comments
Jamie and Mr. Lambert	Mr. L: How did he make it? Why did he make it?	
	J: He made it to-- Somebody broke into his computer and made it do crime.	
	Mr. L: How are you going to put that into your story?	
	J: It all started when the-- (There is a long pause. Jason can't seem to think of anything else)	
	Mr. L: There's one way that you could use time. You can start out like this: You can go back and say, "It all was not always this way. It all started out years ago when Dr. Jekyll--" You could do that. How is it going to end?	
	J: When Dr. Jekyll comes back to life and he time bombs the secret hideout and he broke into a computer box and changes everything and then the time bomb stops.	
	Mr. L: What do you mean Dr. Jekyll comes back to life?	
	J: He got killed by a time bomb.	
	Mr. L: How does he come back to life? Is that very realistic? Do people do that very often?	
	J: No.	

Excerpt from Class 2 Field Notes Continued

Observation Notes

Class L
Date 5-9-85
Time ______

Focus	Fieldnotes	Comments
Jamie and Mr. Lambert	Mr. L: What could have happened instead of him being killed?	
	J: He got buried by the time bomb and he finally got out.	
	L: O.K. Maybe you could try working that idea. You seem to know where you are going now.	
Patti	R: Patti, would you like to tell me what you are doing?	
	P: I"m making a list of the people in my story. It's kind of the "Wizard of Oz" but I've changed it in my mind. Patti has names listed on a sheet of paper.	
Stacy	R: Stacy will you tell me what you're doing right now.	
	S: I"m writing a story.	
	R: Tell me about your story.	
	S: It's about a little girl named Megan who's the smartest kid in school and then everyone calls her teacher's pet.	

Excerpt from Class 2 Field Notes Continued

Observation Notes

Class L
Date 5-9-85
Time 11:15

Focus	Fieldnotes	Comments
Stacy	R: What are you concentrating on as you write this story. What are you thinking about? S: The story. Things I can put in the story. R: Are you trying to think of ideas to put in you story? S: Uhhu.	
	Scan of room reveals that 10 students are involved in the task of scribing on paper.	
Carol and Patti	C: Me and Patti have been doing a story and we're taking turns writing. And we're going to be taking turns doing the pictures. R: You tell me you're writing a story together. How does this togetherness work? C: Like me and her take turns writing a chapter.	
Mr. Lambert	Mr. Lambert calls for the attention of the students. Mr. L: O.K. please. We got off to a little rough start this morning. This is the type of atmosphere that I'd like to be displayed the next time. Billy. And I'd like it to start off this way so that you can get something done so you can share it.	Mr. Lambert has not written on the overhead as he had indicated he would do.

Excerpt from Class 2 Field Notes Continued

Observation Notes

Class L
Date 5-9-85
Time 11:20

Focus	Fieldnotes	Comments
Mr. Lambert	Mr. L: This morning you didn't have much time to share and I spent all my time with the one table over there because there were three people who needed some help. And most of my time was taken up with toning people down. (Quietly) Jamie where's your writing? Take it out please.	No sharing of writing has taken place between students yet.
Mr. Lambert	Mr. L: O.K. we have about 3 minutes. What I'd like you to do now is this. I'm going to pair you up. And when I pair you up I want you to remember the partner for the next few days. Because this is the person I'd like you to talk to about your story or your piece of writing. Now when you're talking about the piece of writing, try and ask the person if it is realistic. O.K. Jamie came up with a story. He had this huge bomb flying through the city. Is a huge bomb realistic? How does it work? How does it fly? Where did it come from? So Jamie then decided, O.K. fine. There's a fellow by the name of Dr. Jekyll and he had created a robot to do good; to work for people. But something happened to the robot and it started doing other things. Jamie has to find out what happened to the robot to make it do that.	There is not enough time for the write, share, write, share process Mr. L. had planned for.

Excerpt from Class 2 Field Notes Continued

Observation Notes

Class L
Date 5-9-85
Time ______

Focus	Fieldnotes	Comments
Mr. Lambert	Mr. L: What happened to Dr. Jekyll? Why couldn't he stop that from taking place? And how the story ends. Jamie already knows how his story is going to end. So he know where he's going. He knows how he's going to get there and now he needs to fill in the meat. O.K. Terry and Patti will you share your pieces of writing please. Just what you've written today. Just read it to each other. Have the other person comment on it and the the other person can read theirs. Mr. Lambert continues to pair up students. L: Chris and Stacy. Chris if you've got alot of writing share your favorite part. Just a small favorite part. Chris reads his story to Stacy. Stacy read hers to Chris. They do not ask each other any questions. Other students in the room read their stories to their partners.	

Excerpt from Class 2 Field Notes Continued

Observation Notes

Class L
Date 5-9-85
Time 11:30

Focus	Fieldnotes	Comments
Justin and Patti	Justin reads his story to Patti. P: What's going to happen next in your story? Justin explains his ideas. P: Who are the bad guys? Justin: I haven't thought of names for them yet.	
Mr. Lambert	Mr. Lambert who had been listening to the sharing of two groups calls for the attention of the whole group.	
	Mr. L.: O.K. Freeze. O.K. tomorrow at 10:30 when we come in after recess take the piece of writing you're working on right now . You know who your sharing partners for tomorrow are now. So you start writing. Give me an opportunity to write on my piece. Then we'll have time for some questions. Then we'll share and we should go back to some writing again. That's tomorrow after recess.	Closure Plans for tomorrow

APPENDIX C

SAMPLE OF TRANSCRIPTIONS OF VIDEOTAPED LESSONS AND CORRESPONDING TEACHER AND STUDENT COMMENTS

Excerpt from Class 3 Field Notes

Videotaped Lessons

Class 3
Date 4-29-85
Time 9:30

Videotape Transcription	Teacher Comments	Student Comments
Ms. Patrick is at the chalkboard at the front of the room. The students are sitting at their desks. Ms. Patrick has asked the students to put up their hands if they would like to share the patterned stories which they have been working on. About eight students have their hands up. Ms. Patrick puts five names on the board and indicates that these students will share in the Author's Chair this morning. Those students go to the writing folder box at the front of the room to get their folders.	Ms. P: I was thinking that I was going to use the morning for a review because we usually do that on Monday. But we have been working on these books for so long and alot of the kids don't know what the other kids are doing so it seemed like a perfect time to bring in the Author's Chair, rather than just reviewing the writing concepts.	
Ms. Patrick addresses the class. Ms. P: The rest of us everything down please. No pens or pencils in our hands.		

Excerpt from Class 3 Field Notes Continued

Videotaped Lessons

Class 3
Date 4-29-85
Time

Videotape Transcription	Teacher Comments	Student Comments
Many of the students who had things in their hands place them on the tops of their desks. Ms. Patrick places a chair in the front of the room and stands beside it.	Ms. P: I was really surprised at Crystal. See I missed her-- I didn't know what she was writing on. That shows you how your monitoring can sometimes go off track because I had no idea.	
Ms. P: Before we begin we'll go through some of the rules. The author's chair is a time to share your story with a large group to get some feedback on your story from the people who are listening. Take a look at the questions that we have at the top of the board. Those are the kind of questions we ask because we want to improve and expand the thinking and the writing of the people who are sharing. We also want to tell the people the good things about their writing.	The thing about the Author's Chair; it's really supposed to be a positive thing and dear old Lorne's comment about Crystal saying he couldn't hear her--- because he wanted to say something about her. Because he doesn't like her at all. He knows very well he can't say anything about the writing so he had to stick something in---	

Excerpt from Class 3 Field Notes Continued

Videotaped Lessons

Class 3
Date 4-29-85
Time

Videotape Transcription	Teacher Comments	Student Comments
Ms. P: (cont.) If there's a particular thing you liked or the story in general. So you can each get to ask a question about the writing if you want to, or say something about the piece. Say something positive-- what you like or you can ask a question that can help an author improve. So those are the only two comments that are going to be said during Author's Chair. Because we want to be very polite.	R: How often do you do Author's Chair?	
Ms. Patrick scans the class and notices that Milton has a pencil in his hand. Ms. P: Do we have our pencils down? Milton? So we can listen carefully. Ms. Patrick now directs Julie to begin. Ms. P: O.K. Julie you go first.	Ms. P: Not often enough because I like to do it with the grade fives and sixes together. So I usually try to do it in the half hour in the morning.	

Excerpt from Class 3 Field Notes Continued

Videotaped Lessons

Class 3
Date 4-29-85
Time

Videotape Transcription	Teacher Comments	Student Comments
Milton is now looking through his own folder.		R: Why did you decide to share this morning Julie?
Ms. Patrick notices.	Ms. P. (cont.) Because this way they get to to each other. They're separated in their classes so they don't know what each other is writing. We'll do one more round of Author's Chair with the whole class before the end of the year. There just isn't enough time.	
Ms. P: Milton please close up your folder.		
Julie comes up to the front of the class and sits in the Author's Chair. She reads her story Can I Keep Him?		J: I don't know I just wanted to see what other people thought of my story.
The majority of the students are listening attentively. Milton is writing something. Cameron has his hands in his desk and appears to be playing with something. Ms. Patrick listens attentively.		A: My story is not really a story. It's like-- it's like an A, B, C Book; but it's not an A, B, C Book. When Julie was reading, I was just concentrating on her story. I wasn't doing anything else.
When Julie finishes reading her story, she rises from the chair to go to her desk. Ms. Patrick motions for her to stay in the Author's Chair.		

Excerpt from Class 3 Field Notes Continued

Videotaped Lessons

Class 3
Date 4-29-85
Time

Videotape Transcription	Teacher Comments	Student Comments
Ms. P: I'd like to say the part that I really liked about your story is how you added details on. The first time he does this. The second time he does this and this. I really enjoyed that.		R: Greg, what were you doing at the time that Julie was reading her story?
Curtis puts up his hand and when Julie acknowledges him, asks where the house in the story is.		G: I was concentrating on listening very hard. I thought it was a nice story.
When Julie answers his question, Rita asks if the title of her book is the same as the title of the book that it was patterned after. Julie answers that her book and the original book have the same title.		R: Julie, what about you as the person in the Author's Chair. Tell me what you did there. J: I read my story.

Excerpt from Class 3 Field Notes Continued

Videotaped Lessons

Class 3
Date 4-29-85
Time

Videotape Transcription	Teacher Comments	Student Comments
		R: And after that?
		J: People raised their hands and asked me questions about my story. Like to tell me what it was about. I answered their questions or whatever they told me.
		R: The whole experience of having people ask you questions or else tell you things about your story, can you tell me what it's like.
		J: Like it's when you get up there and you just want to share it with everyone else.

Excerpt from Class 3 Field Notes Continued

Videotaped Lessons

Class 3
Date 4-29-85
Time

Videotape Transcription	Teacher Comments	Student Comments
		J: You want to know what people think of you.
		R: You wanted to know what people thought of your work? What did you find out?
		J: I found out that I got all mixed up in the middle of my writing. You know how Ms. Patrick said about the detail--well I was so mixed up in that. It was nice to hear someone say it added to the story.

Excerpt from Class 3 Field Notes Continued

Videotaped Lessons

Class 3
Date 4-29-85
Time

Videotape Transcription	Teacher Comments	Student Comments
Selina asks the story takes place. J: In a field.		R: Are you telling me when you were writing your piece that's an area you had some difficulty with?
Ms. Patrick thanks Julie for sharing her story and calls upon James.		J: Yeah.
		R: So now that it's done, it's nice to have someone comment on how things fit together?
		J: Yeah.
When James settles himself into the Author's Chair, He reads his story Are you My Dad? Many of the students in the class laugh at James's use of vocabulary which consists of "Pops", "Old Man", and "Koot".	Ms. P: See this is the type of thing that I don't know how quite handle. All the boys tend to put in things like "the old koot" and "fox" for whatever reasons, I'm not even sure---	R: Do you have any comments about what you were doing as listeners? We know that Julie was in the washroom.

Excerpt from Class 3 Field Notes Continued

Videotaped Lessons

Class 3
Date 4-29-85
Time

Videotape Transcription	Teacher Comments	Student Comments
When he is finished reading, James gets up to return to his seat but Ms. Patrick reminds him that he is to stay in the Author's Chair. Several students have their hands up to respond to James's work. L: Why did you call the what-cha-mi-call-it an "old poop"? J: To make it funny. Milton states that he liked it when James put "Hey, you old Pops" in the story.	Ms. P: But somehow to them it's very important and although it's not really appropriate, I don't know how you take it out without squelching their writing. Maybe it's not being very appreciative of children's humour. Maybe we impose too many of our own standards on kids and we forget what it was like to be ten or eleven and the kinds of things you thought were funny.	G: (referring to James) That's normally-- that's how he is-- and he gets 98% of the class in an uproar. I edited James's work once-- only he depended on me rather than corrected his own mistakes. He wanted me to edit it fully through and I made a couple of mistakes. I didn't put a capital letter when there was supposed to be one and I made a spelling mistake. He found those---

Excerpt from Class 3 Field Notes Continued

Videotaped Lessons

Class 3
Date 4-29-85
Time

Videotape Transcription	Teacher Comments	Student Comments
Selina states that she liked the part when the snake said, "Would you like to be my dinner?"		G: But he wouldn't correct those mistakes without asking someone to edit it. He even asked me how to spell stuff instead of going to the dictionary. But he wouldn't correct those mistakes.
Ms. Patricks tells what part she liked.		
Mitch indicates that he liked the part when James said "You old Koot".		
		A: I thought it was going to be boring in some parts but then he--
		J: I was just putting my name on the board to go out when I heard the title. I thought "Oh what a boring story."

Excerpt from Class 3 Field Notes Continued

Videotaped Lessons

Class 3
Date 4-29-85
Time

Videotape Transcription	Teacher Comments	Student Comments
		A: At the beginning he goes up to everyone and asks "Are you my dad?"
		J: Like James added. He didn't just put, "Are you my dad?" "No." "Are you my dad?" "No." "Are you my dad? "No." He had some good words and he added--- "No, but do you want to stay and be my supper." I tried to do that in my story but I didn't succeed very well."

Excerpt from Class 3 Field Notes Continued

Videotaped Lessons

Class 3
Date 4-29-85
Time

Videotape Transcription	Teacher Comments	Student Comments
Ms. Patrick thanks James and calls up Rita who reads her story, Good Morning. When she is finished reading, Ms. Patrick indicates that she likes the contrast that Rita has created at the end of the story with the use of "Good morning, loud little girl" and "Good morning, quiet."		A: Lois and Rita both did their story from Good Night Moon. Lois did Good Night Mouse and Rita did Good Morning Sun -- Like Lois's rhymed and stuff and Rita's didn't.
Crystal is the next student to share her story which is Little Blue Sports Jacket. It is patterned after Little Red Riding Hood.	Ms. P: Whatever Crystal is taking from Little Red Riding Hood, she's certainly using it appropriately.	J: I liked Crystal's story because it made alot of sense. It wasn't like Good Night Moon or Good Night Mouse. It had alot of meaning to it.
When Crystal is finished reading, Ms. Patrick tells her that she hasn't heard or seen her story before and that she was very impressed.	I think "Holy, moly" was probably her own.	A: Everyone could tell it was from Little Red Riding Hood.

Excerpt from Class 3 Field Notes Continued

Videotaped Lessons

Class 3
Date 4-29-85
Time

Videotape Transcription	Teacher Comments	Student Comments
Ms. Patrick tells Crystal that she has particularly enjoyed her use of the words "Little Blue Sports Jacket".	Ms. P: Even if the kids are able to pick out from stories what they think is appropriate and to use it correctly. It is a very important skill in writing. Rather than picking out something that sounds good but doesn't really fit into their story. And one of the reasons you're doing pattern books is you're giving the kids a structure that you can easily work with because they find it more difficult to do it on their own. One of the things about pattern books is if you put something in, it has to be relevant to the story.	J: I liked that part. She put alot of expression in it.
Rita tells Crystal that she enjoyed the way in which she used different voices in her reading.		A: O.K. in Little Red Riding Hood , it's old fashioned or something and she said, "I'm watching Three is Company.
Selina comments that she liked when Crystal said that Little Blue Sports Jacket was watching Three is Company when his mother called for him to go to his grandfather's house.		J: She modernized it. I was going to put up my hand and ask her Crystal a question but I couldn't think of one.
Lorne says that he couldn't hear her story because she was mumbling.		

Excerpt from Class 3 Field Notes Continued

Videotaped Lessons

Class 3
Date 4-29-85
Time

Videotape Transcription	Teacher Comments	Student Comments
Ms. Patrick tell Lorne that that was an inappropriate comment and calls upon Lois to share her story.	Ms. P: The fact that she has Three is Company, she has "Little Blue Sports Jacket", those are very relevant changes. Rather than doing one on a kangaroo and sticking him in a desert. So she did well on that.	A: (to Julie) In the questions did you say it flowed sort of? J: I couldn't explain it. R: If I were to ask you what you did this Author's Time, what would you say?
Lois reads Goodnight Mouse which is patterned on Goodnight Moon.		A: I mostly listened to stories.
When Lois has finished reading, Ms. Patrick comments that she likes the way that Lois has used rhyme.		J: Along the way I was trying to think of good questions and stuff.

Excerpt from Class 3 Field Notes Continued

Videotaped Lessons

Class 3
Date 4-29-85
Time 10:05

Videotape Transcription	Teacher Comments	Student Comments
J: I like the part when it's all one--it was kind of connecting.		G: I was trying to think of good questions. Trying to picture it in my mind.
P: I think you are talking about how it's flowing. It seems to flow so easily going on and on.		A: I was sort of trying to picture it too. Lois's reminded me of Christmas.
Selina comments that that is what she likes about it too.		
Ms. Patrick brings and end to the sharing and signals the beginning of Writing File Time.		
Ms. P: Thanks to all of you who shared this morning. What I'd like you to do is get your folders. Back in your seats. 10 minutes of quiet writing as quickly as possible please. The students move to the box to pick up their folders.		